

Targeted Professional Development in the Public Sector:
Achieving Organizational Goals through Employee Development
Utilizing Concepts of Succession Planning

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ABSTRACT

This applied project was designed to assist the Street and Drainage Division of Houston's Public Works Department. Concerns included a lack of promotable existing employees, the loss of institutional knowledge, and frustration among employees. Existing development activities were not effective. To assist, the division contracted with Strategic Government Resources. The goal was a solution combining targeted professional development, succession planning, and organizational goals.

Available literature focused on professional development, succession planning, competency modeling, and related concepts for the public sector. This review provided the basis for utilizing competency modeling in a structured format. Populating the model would be done through a modified integrative literature review. This would identify relevant competencies and attributes that would be categorized.

Forty competencies and attributes were identified across four basic categories: Leadership, Technical, Professional, and Credentials. These items were consistent with the City's evaluation program (HEAR) and other industry standards. Proficiency levels were established and a gap analysis was performed. Competencies and attributes were linked to job descriptions for utilization of specific development tools.

The findings were presented to members of Human Resources and leadership. The division has embraced the primary goal of linking professional development with organizational needs using elements of succession planning. Future opportunities include a Learning Management System (LMS) to automate the approach, using the approach in employee evaluations, and a "Train the Trainer" program. The consensus was that the approach offered a better utilization of resources by aligning organizational and employee goals for professional development with relevant developmental tools.

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Chapter I

INTRODUCTION

Professional development tools have consistently been utilized by organizations to maximize the potential of their respective workforces. The ideal situation has always been that by enhancing the abilities of the existing human capital resources, the benefits realized for the amount spent on personnel become exponentially more valuable due to the realized increases in productivity and organizational capacity. To that effect, Aguinis and Kraiger noted “there is documented evidence that training activities have a positive impact on the performance” and that “training activities can also be beneficial regarding other outcomes” (2009, p. 453). The main issues in developing personnel have included issues of choice as it relates to training and development as a priority. Questions surrounding which employees organizations choose to train, what areas of training are addressed, when does the training take place, along with the reasons why were those decisions made are never easily answered. This project presents a practical example found in the public sector to address those questions in a logical and concise manner that requires strategic decision making concerning professional development.

Addressing a Specific Need

This project originated from and is focused on the Streets and Drainage Division of the Department of Public Works and Engineering within the City of Houston (COH). In looking at Houston, it is the largest city in Texas and fourth largest nationally. The City is a home-rule municipality which operates under a strong-mayor form of government where the Mayor serves as both the Chief Elected Official and the Chief

Executive Officer. In terms of land area, the city limits include approximately 650 square miles; roughly equivalent to the incorporated land areas of Miami, Cleveland, Denver, St. Louis, Pittsburgh, Boston, Baltimore, San Francisco and Washington, D.C. combined. This area is home to a population of over 2 million people within the city limits and approximately 6 million in the metropolitan area. The City organization includes over 20,000 employees working within 20 different departments and targeted initiatives within the Mayor's office. Of those departments, Police, Fire, and Public Works are among the largest in terms of employees and responsibility. (COH, 2013a; COH, 2013b; COH, 2013d)

The City of Houston's Department of Public Works and Engineering (COH-PWE) is responsible for service delivery to all Houston residents within the City as it relates to the maintenance and operation of the City's public infrastructure. The Department's Mission is to: "Plan, design, construct, operate and maintain Houston's public infrastructure systems to provide drinking water, wastewater treatment, stormwater drainage and streets; establish and enforce the City's building and development codes; all in a responsive, effective, efficient and responsible manner to serve our customers." The Streets and Drainage Division of the COH-PWE has an annual budget approaching \$100 million with approximately 850 employees. The Division is responsible for maintaining the streets, bridges, roadside and off-road ditches within the City of Houston. This infrastructure is utilized by the public on a daily basis. Therefore, proper maintenance is vital to the operation and economy of the Houston metropolitan region. (COH, 2013a; COH, 2013d)

There are a few key challenges in maintaining the City's streets, bridges, storm sewers, and road-side ditches; specifically maintaining quality service within the budget, dealing with the vastness of the City of Houston, prioritizing repairs and projects, and weighing maintenance against replacement. Each of these challenges has a distinct impact on the operations of the division. To remain proactive and responsive to the needs of the City, the division has had to develop creative strategies to deal with the inherent challenges in maintaining the infrastructure of one of the largest cities in the United States. (COH, 2013d)

In order to address the ever-increasing demands on personnel within the Street and Drainage Division, the division has implemented various training and development efforts over the years designed to allow for the promotion of employees within the division, department, and the city as a whole. These various efforts focused on identifying organizational needs and desired qualities among its leadership positions. The training sessions were designed to meet those needs. While it is accepted that the organization has viewed these initial efforts as a step in the right direction, the need was identified for an approach that would yield more straightforward and easily quantifiable indicators of success for professional development activities.

These initial discussions began internally at the City of Houston in late 2012. The City of Houston project team (located within the Street and Drainage Division of Public Works and Engineering) initially focused on a need to better prepare the entry-level employees of the division for future technical, supervisory, and leadership positions. The thought was to create a pipeline that could minimize the need for outside recruiting relative to higher turnover rates in certain areas. It was decided that the team would look

to identify a consultant that might have something in place that could help to achieve those goals.

In looking to achieve more defined and substantive benefits for training and development, the division approached Strategic Government Resources (SGR) to provide a means of incorporating the existing development tools and some existing training into a formal professional development plan. SGR is a consulting firm that specializes in assisting local governments in areas such as recruitment, personnel development, and other programs dedicated to organizational improvements. SGR has many local government clients and offers a variety of options for public sector training and development. SGR's different approaches to public sector human resource development have been utilized by many agencies with goals to increase the capacity of their respective workforces. One of those programs is SGR's Fourth Dimension Leadership approach. (SGR, 2013a)

In early 2013, SGR discussed their Fourth Dimension Leadership Approach with us. SGR's Fourth Dimension Leadership program focuses on building leaders using a multi-faceted approach. This approach includes a focus on Relational Leadership, Operational Leadership, Systems Leadership, and Strategic Leadership. One of the benefits of this program was that it "starts by recognizing that all employees exercise some degree of leadership regardless of position" (SGR, 2013b). This was important as the Division was looking for an approach that could focus on a wide variety of employees across the Division's hierarchy.



Figure 1. Fourth Dimension Leadership Pyramid Model (SGR, 2013b)

While many useful concepts and tools were identified within the Fourth Dimension Leadership program, there was no clear method identified that would achieve the desired results. It was then decided that this challenge presented an opportunity to truly make a useful tool that would combine the organization's professional development goals with succession planning in order to produce a professional development tool that had an end goal of qualifying for a specific position. The City of Houston entered into a consulting agreement with SGR in July of 2013.

Since entering into that agreement, the City of Houston teamed with SGR throughout the remainder of 2013 and into 2014 to work through the initial concepts of

the framework and to identify potential sources of previous work and industry standards to be used in building a tool consistent with the goals of the project. In looking at the perception of previous professional development activities, one of the big concerns identified was the potential to train an employee for their next job with their next employer. In addition, it was also evident that the training programs previously created and designed to prepare entry-level employees for the next step were not being recognized for the qualifications of the targeted future positions.

The starting point was SGR's original study that proposed using their Fourth Dimension Leadership program in conjunction with some City of Houston pre-established priorities. As work progressed, the project grew outside of this established SGR program and into a desire to develop a more comprehensive solution that would incorporate not only the previous work from SGR, the City of Houston generic priorities, but also to have the ability to account for specific items that must be addressed for an employee to be promoted to a different position. The proposal for this project emerged in late 2013 to construct a new framework incorporating quantifiable competencies and attributes consistent with existing job classifications.

Initial Review of the Concepts Involved

Decisions regarding the allocation of funds and the specific uses of funding for development purposes can vary from organization to organization with completely different results. The context of the public sector adds another element to the nuances in the decision-making process. For many years now, it has been recognized that training dollars are limited and among the first to be cut during tough fiscal times; especially in the public sector. A 2011 Department of Justice report by Wiseman noted that "training is

typically among the first budget line items to be cut,” but warns that, such measures are “a short-term fix that can have negative effects” (2011, p. 19). Baker also listed some common fiscal cutback approaches to include “deferring replacement equipment, delaying software upgrades, eliminating staff training, or holding off on facility modifications” (2011, p. 10).

This idea is echoed by Laine and Otto (2000) who argue that in education “professional development is frequently the first victim of budget cuts” (p. 3). Laine and Otto also contend that borrowing from the private sector can be beneficial in overcoming professional development obstacles such as budget cuts. It is therefore reasonable to assume that both the allocation of and the use of professional development funds would subject to the discretion of decision makers in both the public and private sectors.

The 2007-09 recession led to expenditure reductions in the public sector which specifically targeted personnel costs (Nelson, 2012). The need for cost-conscious innovation in human resource development is important considering “the majority of local government expenditures are for personnel” and that in Nelson’s study, “all of the sample cities targeted personnel costs as the primary engine for budget reduction” (2012, p. 555). However, this approach cannot be considered a temporary thing and this “new normal” will force change and allow for public managers to “find opportunity in the challenges” presented from fiscal, regulatory, and political pressure. (Nelson, 2012, pp. 614-615)

As a result of the limits imposed (and expected scrutiny) on the use of professional development funds, the activities associated with these funds are also limited and subject to inequitable distribution among the workforce. In the public sector, as in

other sectors, the allocation of these development resources is ideally associated with achieving certain organizational goals. However, the public sector differs from the private sector in many ways. Other than the influence of the political process, there are concepts such as public sector motivation (PSM) which are important to consider when examining the development of personnel. (Bright, 2008)

Along those same lines, it has been found that “it is more difficult to generate consistent, high levels of change” in the public sector and that private sector managers have more discretion over organizational changes than those do in the public sector. (Robertson & Seneviratne, 1995, p. 555) These overall differences, however, are not so extreme as to prevent the sharing of ideas between the sectors. As such, lessons learned in the private sector can be translated to the public sector (Laine & Otto, 2000). However, due to the differences between the sectors, there is no simple translation of an approach from the private side to a public entity.

Public sector environments (especially those with civil service procedural requirements in place) provide another wrinkle in terms of professional development. The required and rigid uniformity associated with personnel decisions often results in less discretion available for the use of training resources. Specific requirements for promotions and initial placements provide a level of rigidity that demands the same from any professional development system. Training resources can often be seen as a means to increasing levels of performance and thereby scrutinized for equity of distribution since, in terms of succession planning, it can be said that those who succeed and those who do not are predetermined by these processes.

Considering that thought, privatization of public sector services is typically done with the goal of maximizing economic efficiencies by emulating private sector practices. When the public leans on the private sector, economic goals are pushed to the forefront while issues of “social justice” are often lost in the mix. Therefore, incorporating diversity and any necessary social accommodations must be considered. As a result, professional development efforts borrowed from the private sector must address the appropriate “social components” to balance the needs of the public sector and the efficiency of the private sector (Prizzia, 2001).

As previously alluded to, succession planning is often more controversial and sensitive to social impacts and concerns for diversity because it can be seen as the hand-picking of those employees that will be promoted in the future. The time, energy, and resources committed to succession planning involve leadership making some initial decisions about who has the potential to be promoted in the future. Once again, the idea of “pre-selection” is often in conflict with some of the guiding principles of public sector, and especially civil service, environments. Because a specific process is often required for promotions and placements, the idea of succession planning is limited to preparing those employees for the next step.

In recognizing the unique needs for improved public sector professional development, Kim links professional development, employee assessments, and succession planning together while considering the nuances of the public sector and specific organizational values. (2003)

Kim describes succession planning is described as a systematic means to identify the future leaders of an organization and includes developmental efforts that can affect

performance. Succession planning should be strategically infused into human resource activities; along with values such as workplace diversity. The idea of integrating succession planning and professional development is a means to address both “current and future needs” of the organization (Kim, 2003). In demonstrating these concepts, the article provides practical examples of targeted professional development using principles of succession planning.

In the private sector, Allstate and Motorola have implemented successful succession planning practices to meet organizational needs including diversity. Employees of Allstate, for example, “receive assessments of their current job skills that include road maps for developing the required competencies for advancement within the organization” (Kim, 2003, p. 535). A public sector example used by Kim examines the Nevada office of the Department of Energy (DOE/NV) and its succession planning system. The DOE/NV system brings development and succession planning together which is helpful to the development of this project.

In looking at the various concepts and examples from Kim and others, it is clear that linkages between various individual and organizational needs can be beneficial in achieving succession planning and should include “identifying needed leadership competencies based on services or program needs, values and organizational strategies” (Kim, 2003, p. 535). With the goal of addressing a practical need while considering the necessary theoretical concepts, it is appropriate to summarize some of the major themes reviewed that will guide the development of the proposed solution for this project.

1. Professional development and succession planning should be linked.
2. Organizational needs, values, core competencies, desired attributes, and position requirements should be examined in tandem when making decisions.

3. Employees and the organization should know where they are in terms of capabilities, potential, and requirements with respect to the entirety of the organization and its goals.
4. Personal development plans should be readily available with a clear path to attainment.

As development and implementation are addressed, these four tenets will be expanded and reviewed for both a theoretical basis as well as a practical basis for development of the solution.

Development of the Project

In order to accomplish the identified goals, it was determined to be necessary to quantify, or normalize, the knowledge, skills and abilities (KSA's) among different types and levels of positions. This requires creating taxonomies of attributes and competencies associated with those KSA's. The idea is to use what has been "proven" and create hierarchies within the categories of attributes and competencies (consistent with the KSA's) that would correspond to job requirements for positions across established job families. These should be demonstrated to change accordingly in complexity and specificity from the lower positions on the pay scale to the higher ones. Work on this overall approach has continued throughout 2014 and 2015 culminating in a presentation of the initial model in mid-2015. Progress will continue in 2016 and beyond to include further revisions and initial implementation.

The project team includes myself-Brant Gary, Ian Wilson – graduate intern with the Street and Drainage Division and Industrial-Organizational Psychology Ph.D., Heather Harrison – project manager with SGR and former municipal HR professional, Greg Anderson – staff consultant with SGR whose duties include researching training and development issues as well as and publishing technical papers relative to these

subjects, and Ron Holifield – CEO of SGR and respected authority in local government consulting for these types of issues. Other contributors are utilized to fill in any gaps in expertise or perspective that may be needed. With the need identified to find a practical solution and the desire to academically justify the creation and basis for the approach and its components, I will be taking the lead on the work with review and support being provided by other members of the team.

The goal behind this idea of targeted professional development is to have the specific requirements of a different/desired position be addressed by the tools chosen for an employee's professional development. Traditionally, this would be more in line with succession planning. However, the main assumption being applied is that the values and skills important to the organization are generally more pronounced and specific as positions move up pay grades. Therefore, the values and skills being promoted by this approach will benefit the organization. While this approach will not be a "cure-all," it will provide an alternative to the traditional approaches of professional development and succession planning and provide the following additional benefits:

- Address employee apathy based in the "What's in it for me?" mentality.
- Provide tangible benefits for professional development funds being expended.
- Preserve institutional knowledge through increased internal promotions.
- Reduce "leaking" of professional development funds by training for the specific organization, not outside organizations.
- Identification of items needed/desired for a position and quantifying their importance.
- Establishing the common ties/roadmaps between different positions.

In examining the specifics of both professional development and succession planning, it is clear that decisions are made in a manner that can lack consistency, focus, transparency, and equity. Considering that resources for professional development are limited and that succession planning decisions may not be made under the best possible circumstances, a change in approach is warranted. The solution must look to accomplish several goals:

1. Better utilize resources available for both activities.
2. Allow for participation in both activities that is more equitable in nature.
3. Engage employees on their own personal goals when planning for development activities.
4. Set clearly defined goals in pursuing these activities.
5. Establish results uniform with increasing workforce capacity in line with existing organizational structure.
6. Show that employees successfully completing plans resulting from this approach are qualifying for other desired positions within the organization.

The solution to the issues mentioned and the best approach for accomplishing the goals identified lies in a systematic combination of professional development and succession planning.

Expected Outcomes of the Project

This project is intended to establish a generic framework for combining professional development and succession planning within an organization. This framework would provide a structure for identifying attributes and/or competencies associated with job descriptions and job families. The model will provide information to

ensure professional development and succession planning based on commonalities in those attributes/competencies across individual job titles, job families and other organizational units.

After this initial framework is completed with commonly accepted/defensible competencies and attributes, specific tools will be identified that are available to enable movement between classifications based upon a practical application. For this real-world application, the model will be put into practice using a specific job family from the Street and Drainage Division of the COH-PWE. The model will be used to establish relationships found in one particular job family so as to provide a link for employees to climb the ladder of positions found in this particular job family.

In addition to the practical application described, an evaluation tool will be needed in order to look at the effects of utilization of the model as a professional development tool. Employees that used the model for professional development purposes will be compared against similar employees that did not use the model. Various factors will be used in an attempt to quantify the effects of the model. The idea is that those employees using and following the model will be quantifiably better prepared for the next stage of their careers. Proving this to be true would demonstrate that this approach of targeted professional development using tenets of succession planning would be a viable option for public sector organizations to consider when developing such a program.

There are several data requirements for this project. First, there must be underlying values statements or other guiding principles selected for the organization in question. These items should be accompanied by any additional resources that can assist in categorizing, defining, and identifying various attributes and competencies important

to the organization. This can include accepted industry standards, best practices, professional licensing information, and other relevant documents. In addition, job descriptions are needed in order to quantify the differences in requirements for the various positions of the organization as those differences relate to the identified attributes and competencies. Finally, tools must be identified that can be used as a part of a professional development plan. These tools must allow for an employee to move between levels or proficiency/accomplishment among the identified competencies and attributes.

The ultimate goal of this model is not to identify specific categories and competencies that can be applied across any and all disciplines for professional development purposes. Rather, the goal is to develop a linear line of thinking where the conceptual ideas of core competencies, desired attributes, and categorical separations of those items are defined and utilized to develop targeted professional development in line with succession planning.

While the application of developmental tools and specific position requirements would typically require a level of organizational specificity, the creation of the model itself can be flexible in terms of categories, attributes, competencies, etc. so that an organization can meet its own specific needs in an organized, targeted manner. Achievement of this goal would mean that, prior to implementation, training and development activities would be vetted to allow for pre-defined results and expectations to be readily available for decision makers, program designers and instructors, program participants, as well as any other stakeholders involved.

Organization of the Project Presentation

Continuing on, the following chapter will present a review of relevant literature that will examine certain concepts related to professional development and succession planning with respect to the organization in question. Following that, another chapter will present a review of the proposed methodology for creating and customizing the model an organization will use to implement this approach to professional development. This will include discussion of related concepts and tools necessary for the overall purpose including an evaluation model.

The section following the explanation of the methodology will highlight some of the real world resources and concept examples that could be used to provide resources for an organization to utilize when populating the specifics of the model. Next, the actual creation of an organizationally-specific model will be presented for the Street and Drainage Division of the Public Works and Engineering Department of the City of Houston. Finally, the concept and process will be reviewed and summarized in order to bring the discussion to a point where the concept can be thoughtfully implemented in other organizations.

Chapter II

LITERATURE REVIEW

In order to provide a sound basis for undertaking this project and the utilization of the resources necessary to make this happen, it is necessary to verify several basic assumptions necessary to guide the development of this model as proposed.

1. Professional development and succession planning can be beneficial when the focus is placed on the organizational structure.
2. Professional development, succession planning and using competencies in the public sector require specific considerations and challenges to overcome.
3. The proposed model for targeted professional development can be considered a proven, viable approach by using pre-established methodology/sources for guidance, reference and support.

By examining previous studies and academic findings, support for the project and its basic assumptions can be established. This is necessary to justify not only the need for a change in traditional professional development and succession planning for the public sector, but also to justify the work and approach associated with the specific proposed system that exhibits these characteristics. For the purposes of this review and organization of the supporting items found, specific works will be presented to provide a basis for each of the four assumptions mentioned. Each section will identify findings needed to support and guide both the development and implementation of the model. In

addition, specific observations and important conclusions gathered will be considered as additional guiding principles for this project.

Professional Development, Succession Planning, and Organizational Structure

First, this approach contends that activities associated with professional development and succession planning can produce considerably more productive and beneficial results when those two groups of activities are performed in conjunction with each other and under the umbrella of the existing organizational structure. In order to explore this assumption, it is necessary to examine the practices of both developmental activities and succession planning as they have been demonstrated to exist and be successful. Also, acknowledging the effects of organizational structure on these two areas can provide evidence to specifically account for the potential benefits and/or negative externalities that can result. Knowing these effects and being able to account for them is the basis for an integration of these three concepts.

While certain generalities exist pertaining to professional development, it may also be beneficial to account for the organizational structure to ensure success and minimize inefficiencies that could occur. This concept would ensure that the model created relative to the targeted professional development approach would be customizable to work within the organizational structure where the model will be applied. However, taking into account organizational structure when applying the proposed concept and development of a model requires extra work associated with that customization. This customization might be seen as negating or diminishing the benefits of a model and/or the overall approach. As a result, there is a need to justify the extra work associated with assigning importance to organizational structure.

In looking at improvements in professional development within the field of education, Guskey notes that it is necessary to approach this effort while “considering what is known about various organizational characteristics and structures, especially those that facilitate ongoing professional growth” (1994, p. 42). Accepting that educational entities typically operate within the public sector, these principles presented can be applied to the goal of this project concerning targeted professional development in the public sector.

Guskey approaches the idea of addressing organizational structure through a general acknowledgment of professional development done with respect to the context in which it is being conducted. He also addresses the apparent contradiction between the desire to establish overarching approaches and models for professional development and the need to address contextual (i.e., organizational structure-based) nuances. Specifically, Guskey states that while “synthesizing the evidence across studies is done specifically to eliminate the effects of context,” it is apparent “the uniqueness of the individual setting will always be a critical factor” and that “what works in one situation may not work in another” (1994, p. 44). As a result, Guskey’s work supports the idea that when a concept or model is practically applied, the generic approach established will work best with the extra steps needed for customization.

Continuing this idea, the incorporation of steps to customize any model to account for organizational structure is noted by Guskey as not only being appropriate or beneficial, but absolutely necessary in most applications. He notes that “although some general principles may apply throughout, most will need to be adapted, at least in part, to the unique characteristics of that setting” (1994, p. 44). This concept is furthered by

citing numerous previous studies that support the idea of professional development in context. In support of that concept, Guskey's own proposal for an approach to professional development does not prescribe specifics or seek perfection; instead, it utilizes guidelines that depend on context (Guskey, 1994).

Guskey's guidelines "reflect a framework for developing that optimal mix of professional development processes and technologies that will work best in a specific context at a particular point in time" (1994, p. 45). As further evidence of the importance placed on organizational structure in Guskey's approach, one of his six proposed guidelines points to the idea of change "as both an individual and organizational process" (1994, p. 45). Much like the targeted professional development model being proposed, Guskey believed and demonstrated a respect for the nuances of a particular organization when recommending an approach to professional development in education. The model proposed by this study is targeted to the public sector; specifically, local government. The approach and resulting model will be consistent with Guskey's guidelines and demonstrate "pragmatic adaptations to specific contexts so that ongoing professional growth and improved professional practice are ensured" (Guskey, 1994, p. 50).

Just as professional development is concerned with making the most out of the workforce of an organization, succession planning also is primarily associated with maximizing the potential of the existing workforce for the benefit of the organization. However, succession planning looks to the workforce for the organization's future needs. "Creating Greater Success in Succession Planning" is a 2008 article by Barnett and Davis that examines specific tactics and characteristics of succession planning and what makes those activities effective.

As a precursor to examining any issues, the article presents two purposes of succession planning. First, it is intended to “provide the processes and structure for identifying and understanding the leadership talent in the organization” (Barnett & Davis, 2008, p. 722). This first purpose stated speaks to the identification of talent suitable for promotion. This is obviously extremely important. However, it is the second purpose that is most in line with the purpose of this proposal to approach professional development with an eye towards succession planning. Specifically, that second purpose, which aims to “emphasize and facilitate ongoing learning and development for the organization’s most talented leaders,” (Barnett & Davis, 2008, p. 722) is consistent with the idea of merging professional development and succession planning. While there may be further discussion needed concerning that first purpose, the article has several findings and guiding principles presented that can assist with the development of the model associated with this proposed approach.

Despite the potential divergence of this proposed approach to professional development to traditional succession planning, the article provides justification for improvements in succession planning efforts. Several critical issues are cited in the article which challenge the adequacy of traditional succession planning. These issues include a potential increase in demand for future leaders due to demographic shifts along with changes in values from one generation to the next. In addition, there are growing concerns about the preservation of institutional organizational knowledge. Increased demands on senior leadership as well as the pressures of globalization are also cause for change in succession planning. Finally, there is a need for succession planning to address

the “accelerating rate and degree of change in markets, technologies, and customer preferences” (Barnett & Davis, 2008, pp. 722-723).

In light of (or perhaps aside from) the impacts of these issues, there is evidence presented in the article that a majority of succession planning systems are broken and/or inadequate. The reason cited for these failures is that these systems have become overly concerned with being tools of replacement rather than tools of development. The proposed targeted approach of this project is designed to be first and foremost concerned with professional development by enforcing the values along with development of skills seen in the progression of the various positions across the organization in question. This is a shift in the way the concept of succession planning has been traditionally used (Barnett & Davis, 2008, p. 724).

Consistent with the authors’ focus to place proper emphasis on certain aspects of succession planning, the article proposes a cyclical approach to the succession planning process identified through five distinct steps. In these steps, certain tasks and activities are described that are intended to avoid potential pitfalls often found in succession planning. However, for the purposes of this review, the goal is to identify specific components of this identified process that will be useful to consider in guiding the approach for targeted professional development. Those steps identified in the cycle are as follows:

- Step 1: Preliminary planning
- Step 2: Preparing for succession planning and talent review
- Step 3: The talent review meeting
- Step 4: Providing feedback and facilitating developmental action planning
- Step 5: Measuring effectiveness (Barnett & Davis, 2008, pp. 729-732)

While those steps are useful for succession planning, it is the specific items in that cycle that can be used to provide a basis for elements of the targeted professional development model that must be identified. In the following items, the steps are listed again along with corresponding tasks and activities (some of which are paraphrased for clarity) relevant to the proposed approach along with italicized clarifying comments in sub-bullets:

- Step 1: Item 3 – Developing a precise definition of and agreement about key concepts.
 - *Concepts would equate to attributes and competencies.*
- Step 1: Item 4 – Determining the criteria against which participants will be evaluated.
 - *Criteria for evaluation would be the levels of attainment relative to the required levels of competencies and attributes for proposed positions.*
- Step 2: Item 3 – Gathering recommendations about competencies and expected future leadership requirements to ensure evaluation criteria reflect the organization’s future leadership requirements.
 - *Review and vetting of the selection and alignment of competencies and attributes as needed.*
- Step 2: Item 4 – Conversations with (potential) participants to determine their interest and willingness to be included in the process.
 - *In keeping with the voluntary nature of the program, discuss and encourage participation.*

- Step 2: Item 5 – Collecting ratings about the successor candidates based on the evaluation criteria.
 - *Collect applicable background information and experience information for participating employees.*
- Step 3: Item 1 – Agreement on each person’s strengths, limitations, development opportunities, and placement in a performance-by-potential grid.
 - *Assign levels of attainment of participants for the relevant attributes and competencies within the model.*
- Step 3: Item 2 – Clarifying development recommendations for each participant.
 - *Identification of tools for professional development designed to support the requirements for positions as shown in the model.*
- Step 4: Item 1 – Delivering feedback to participants and initiating development action planning with them.
 - *Assignment of a professional development plan formed from the differences found between requirements for positions and the qualifications of participants as determined by the model.*
- Step 5: Item 2 – Conducting an evaluation of satisfaction with the process, interpreting the results, and presenting them to decision-makers.
 - *Review of the targeted professional development approach based on agreed upon evaluation model.*
- Step 5: Item 3 – Discussing and deciding on modifications or improvements
 - *Based on evaluation results, discussion and implementation of changes to the program. (Barnett & Davis, 2008, pp. 729-732)*

In continuing the examination of this article's relevance to this project, there is a shift in focus to the specific recommendations for improving succession planning. The authors provide that "the failure to link succession planning to an organization's strategy and its likely future business scenarios dooms it to mediocrity at best" (Barnett & Davis, 2008, p. 733). This focus on the organization is the underlying principle for recommendations which would be beneficial in addressing improvements for the public sector. Specifically, items identified will be applied to the development of the model for this proposed approach to professional development.

Continuing the discussion of improvements to these efforts, the authors recommend a blueprint process that can require the identification of current and future organizational concerns along with the use of role theory as a means of defining and classifying positions in the succession planning process. The development of these roles would include "attitudes and values, as well as specific kinds of behavior" (Barnett & Davis, 2008, p. 733). Going further, the process should include consideration of "information about the organization's competitive landscape," potential future issues, the "required skills, credentials, experiences, and motivations" desired, as well as helping to "clarify and prioritize the competencies that may be necessary in the future" (Barnett & Davis, 2008, pp. 733-735).

While the proposed use of the blueprint process and role theory in the article is intended to be confined to the functions associated with succession planning, it is the process itself that is important. This approach can be related to the proposed use of existing job descriptions and the classification of those positions among the identified attributes and competencies. Inherent in the basis for the proposed approach of this

project is the preservation of flexibility needed to address organizational changes and to have professional development and succession planning follow suit.

This flexibility is also not in conflict with the alignment of the different aspects needed to make the approach a reality. Supporting this connection, the authors of the article provide that the concepts presented in their study allow leaders to “change their hiring profile or focus their leadership development activities on building the skills their future leaders will need, thus linking succession planning to other processes that keep the organization vital, adaptive, and competitive” (Barnett & Davis, 2008, p. 736).

As noted, the first purpose of succession planning in the article deals with the need to identify those worthy of consideration for succession planning. In addition, the beginning of the article presents a simple definition of succession planning as being “special efforts to invest in the best, highest performing, or highest potential talent at any organizational level or function, but particularly at or near the top” (Barnett & Davis, 2008, p. 721). Both of these concepts present a major theme that, traditionally, separates professional development from succession planning.

The idea behind this proposed approach of targeted professional development using principles of succession planning attempts to remove the separation between these two activities. This separation, as seen in the first stated purpose of and also in the definition of succession planning, is the arbitrary selection of those employees “worthy” of being chosen for succession planning. Typically, all employees receive some form of professional development, but only the chosen few are allowed to participate in succession planning. The proposed approach seeks to engage motivated employees in professional development activities that are consistent with the convergence of elements

of succession planning with professional development that can empower employees with the values and desired knowledge of the organization as demonstrated through its organizational hierarchy.

Lalitha Naveen's 2006 article entitled "Organizational Complexity and Succession Planning" examines succession planning and its effects in practical applications in the private sector. While the focus of this project is based in the public sector, the concept of succession planning is certainly applicable to both sectors. In addition, privatization options have been consistently explored over the years as options for traditional public sector approaches. The focus of this study involves "CEO succession as a process" (Naveen, 2006, p. 662) and examines several aspects associated with that process. Naveen's study analyzes the various approaches to succession planning and tests several hypotheses relative to types of succession planning and the firms that use them.

Relay succession and horse race succession are the two main types of succession reviewed and tested by Naveen. Relay succession is described as the succession process where "an heir apparent is selected before the incumbent CEO retires" and then works with the incumbent CEO to gain necessary and valuable experience (2006, pp. 663-664). Horse race succession, on the other hand, is "where two or more top executives compete for the CEO post" (Naveen, 2006, p. 664). Relative to these types, the study identifies relay succession being the most common type, while horse race succession and other types (including non-existent) were grouped together for the purposes of analysis. However, it was also determined that "firms employing relay succession are just having

the horse race earlier in the succession process and earlier in the career of the manager” (Naveen, 2006, p. 680).

As it relates to this professional development project, it is not being assumed that the type of succession planning identified is necessary in guiding professional development activities. However, Naveen’s findings do provide some specific beneficial information to support the proposed approach. Some of the specific relevant concepts identified involve the motivations and effects of succession planning for organizations. Naveen also concludes that, when succession planning is evident in an organization, there is (naturally) “a higher probability of inside and voluntary succession and a lower probability of outside and forced succession” (2006, p. 663). This is consistent with the notion that planning reduces the costs of succession and ensures a more orderly transition for an employee moving from one position to the next.

Since the concept of succession planning is critical to the approach of this proposed project, Naveen’s study is extremely helpful by examining succession planning elements in an organizational context. This study positively reinforces the idea of succession planning in organizations by specifically identifying the benefits that come with that approach. In addition, the type of succession planning that existed in various organization did not appear to be an overwhelming factor relative to those positive effects. As a result, this project’s use of succession planning principles for professional development is further supported.

Competency Modeling, Professional Development, and Succession Planning in the Public Sector

The goal of this section is to identify specifics associated with professional development and succession planning as they relate to the public sector. The purpose of limiting this section to the public sector is so that the literature reviewed sets the stage for the typical approaches towards these activities when constrained by the scope and mission of a typical public sector organization. The justification for the approach identified has to address specific deficiencies found in professional development and succession planning in the public sector. Relative to these identified shortcomings, the question must also be answered as to how this approach can address and/or minimize those shortcomings.

Succession planning in the public sector may, with the application of various stereotypes, simply be viewed as an effort to maintain the status quo while changing the nameplate on the door. However, succession planning in the public sector can be so much more than mere lip service. It can also be a source of innovation and creativity. Ellen Schall presents the idea that succession planning can be a tool of the public sector to facilitate the positive and the idea of “keeping change alive” (1997, p. 4) as public sector organizations continue to grow and evolve.

The idea of succession planning is traditionally used to ensure organizational continuity by establishing a plan for addressing future vacancies in various positions within an organization before the vacancies actually occur. Naturally, the plan for addressing these vacancies involves training and grooming candidates for these perceived vacancies. Many mission-critical positions are subject to the unique nature of the public

sector including factors relative to employment rules (e.g., civil-service requirements), political influences on the leadership directing the organization (e.g., direct or indirect changes in leadership), as well as political effects on the organization itself (e.g., budget, mission, existence, etc.). As a result, succession planning in the public sector can be very difficult to accomplish and very different than the private sector when it is realized.

The article addresses a very real, but often overlooked driver for succession planning in the public sector. It is suggested that succession planning is needed to sustain innovation so that gains and progress made in one administration are not lost in the next. However, succession planning is not widely used in the public sector because “the executive’s fortunes are generally tied to a particular administration” (Schall, 1997, p. 4). In addition, public sector continuity efforts are often realized through roundabout approaches such as pandering to current and future political leaders, obtaining support from those outside the organization who (directly or indirectly) have influence over/with political leadership, and seeking outside endorsements (via pursuing awards and other recognition) for existing programs so as to make discontinuing them or changing the approach more difficult in the public eye (Schall, 1997, pp. 4-5). Outside of these “less than direct” attempts at sustaining innovation, succession planning is a much more direct approach that allows for leaders in the public sector to systematically “extend their strategic vision beyond their own tenure” (Schall, 1997, p. 5).

Schall’s examination of this phenomenon is based on her personal experiences within the New York Department of Juvenile Justice. Obviously, this environment would be heavily influenced by political factors. As a result, leaders in environments such as this often have realistic expectations when it comes to realities of tenure and

organizational direction that must consider those political factors. Schall's study draws from personal and academic evidence that succession planning efforts which recognize and accept these political realities can produce positive organizational results associated with realizing previous, current and future innovations (1997).

The main link examined in the article is the relationship between the transition from one administration to the next and how strategic planning and sustaining innovations becomes a part of that. Schall does not necessarily maintain that an organizational leader who is forced out suddenly should attempt to work through this process. However, public sector leaders that develop their own plan for leaving or are familiar with the normal tenure of their position, should realize the reality of that situation and take advantage of the opportunity to put items in place to sustain and promote innovation after his other planned departure. This is consistent with the literature cited in the article in that the leader who chooses his or her own destiny has the best chance to positively affect the organization beyond that leader's current tenure (Schall, 1997).

Of course, realizing and strategizing around one's own professional mortality is not a natural or easy task for most leaders. In fact, the article suggests that the promotion of succession planning is subject to overcoming the following four barriers:

1. The leader's reluctance to take up the succession "task."
2. The assumption that succession issues are beyond the scope of the leader's work.
3. Confusion about how the succession task should be framed-is it a matter of replacing oneself or of strategic "positioning?"

4. Lack of information about how to take up the task-how to plan for succession in the midst of a shifting political environment and given regulatory and political constraints.” (Schall, 1997, p. 6)

As it relates to these barriers, the personal experience in the New York Department of Juvenile Justice and how her own leadership demonstrate the ability to overcome these barriers and approach the idea of succession planning. This is done through influencing the selection of and/or actions of the potential successor along with creating a “treasure map” that would leave traces of innovational programs within the overall structure of the organization under the new leadership. The main tactics associated with keeping those innovations alive within the organization were “preparing people and ‘hardwiring’ the system” (Schall, 1997, p. 8). These specific efforts identified involve strategically placing responsibilities and expertise with certain members of the organization along with establishing various policies, procedures, and other organizational norms in place that were consistent with the innovational efforts desired to be continued (Schall, 1997, p. 8).

Through these efforts, major progress was made in sustaining innovation through the succession planning tactics identified. This is certainly a major accomplishment considering the tendency of human nature to resist change. In looking at how these findings relate to this overall targeted professional development project, it is important to note that “creating the expectation that the public sector can, and should, focus on the longer term” (Schall, 1997, p. 9) is a major goal of this project. By focusing on building organizational capacity through developmental efforts rooted in organizational realities and desired competencies/attributes, organizational capacity is increased by “developing

the willingness and ability to devise an effective approach to succession planning” (Schall, 1997, p. 9).

An understanding of the nuances of the public sector can support the need for a specialized approach to basic developmental practices. This requires an example where workforce succession planning is focused exclusively on the public sector. Pynes’ research establishes that there are specific needs that must be considered when looking at the public sector and looks to establish some history and guidelines for those activities in the public sector. In order for these activities “to be effective and able to adapt to changes quickly, agencies need realistic information on the capabilities and talents of their current staff” (Pynes, 2004, p. 389). This requires an integration of HR into the operations of the organization in a much more participative manner.

Supporting this concept of inclusion, this article cites a report from the National Academy of Public Administration that offers five steps that can aid in this process:

- Step 1: Include HR in Strategic Plans
- Step 2: Define Human Resource Requirements
- Step 3: Develop Action Plan for Implementing Human Resource Strategies
- Step 4: Evaluate Progress
- Step 5: Manage the Change Process (Pynes , 2004, p. 390)

These five steps identify a specific role for HR in ensuring input, evaluation, and reaction at key moments during this process. These steps involve consideration of organizational goals in conjunction with an evaluation of those goals relative to the accomplishments

and capabilities of the workforce. The end result produces managed change that is focused and desired.

One of the main benefit of planning is the ability for public sector organizations to be proactive in terms of managing the workforce and producing change. In supporting this, Pynes references a study from the Washington Workforce State Department of Personnel that was created to assist Washington state agencies in dealing with an aging workforce. The benefits of planning covered in that report are as follows:

1. Allows more effective utilization of employees through accurate, efficient alignment of the workforce with strategic objectives
2. Helps ensure that replacements are available to fill important vacancies - especially critical as agencies face increased turnover, labor market shortages and limited compensation levels
3. Provides realistic staffing projections for budget purposes
4. Ensures that recruitment resources are more efficiently and effectively used.
5. Provides better-focused investment in training and retraining, development, career counseling, and productivity enhancement
6. Helps maintain or improve diversity profile (Pynes, 2004, p. 391)

It is apparent that workforce planning is linked to effective strategic planning. An organization depends on various planning efforts to ensure the workforce remains capable to implement its goals. In supporting this concept, it is necessary to examine several aspects of workforce planning that are useful for an effective approach towards this effort. Forecasting is necessary to identify the workforce requirements of the

organization in the future and to assume how the existing workforce will fit and to the organization's future plans and requirements.

Forecasting is dependent upon the identification of competencies for determining the skill requirements of the future. These identified competencies are utilized in the decision-making process for “recruiting, employee development, personal development and performance management” (Pynes, 2004, p. 392). The use of competencies as a benchmark is an effective way to establish commonalities between the workforce of today and the requirements of the workforce of the future. This is specifically accomplished through a succession analysis that examines the ability of the current workforce to effectively be a part of the workforce (including leadership) of the future. Part of forecasting also involves consideration of the external workforce that may or may not be available.

The results of this examination of the future workforce are subject to a gap analysis to specifically identify the shortfalls that must be addressed via workforce development activities. As a result, “strategies such as recruitment, training and succession planning will need to be developed and implemented” (Pynes, 2004, p. 393) in accordance with the results of the gap analysis. These strategies must consider several aspects such as time constraints, resources necessary/available, organizational depth, competitive nature of competency requirements, organizational dynamics, and evaluation of job classifications (Pynes, 2004, pp. 393-394) .

There is also thought given to addresses the implementation of the plans resulting from the varying analyses which impact the workforce. The tactics mentioned include both training and development. “Training is used to remedy immediate needs, while

development is concerned with long-term objectives and the ability to cope with change” and that both. However, both “training and development should be viewed as a continuous process” (Pynes, 2004, p. 402). There is also a distinction made between different types of development, which includes career development and executive and managerial development. Both focus on preparing employees for future roles, however the executive and managerial development looks to also identify the future leaders of the organization. (Pynes, 2004)

The success of workforce planning and succession planning requires buy in and an acceptance of leadership to include HR in the development and implementation of organizational goals. There is also an emphasis on continual development and the ability of an organization to recognize the need to address change through the competencies of its workforce. In public organizations, this can be extremely difficult. This difficulty is due to the fact that “the political realities of public organizations undermine change” and that while the process of change noted in this article may take a longtime, “very often elected officials and appointed officials have a short-term perspective about how they want agencies to operate” (Pynes, 2004, p. 400). This does not, however, excuse public sector leaders from attempting to make the necessary changes need to improve and, in some cases, survive.

These concepts presented directly confirm the approach of this project. The use of competencies, training, development, and related items supports the idea of targeted professional development in line with the organizational goals. Using the organizational structure and “normalizing” the different positions in an organization via competencies is demonstrated by Pynes (and others) to be a conceptually sound approach. This requires

for the approach to be applicable to the public sector and customized for the organization in question while utilizing common practices and tools seen in the private sector and other public sector organizations.

In accepting that there are significant challenges that public sector organizations will face in the future; succession planning has been widely accepted as a tool to address these future issues. As previously mentioned, Soonhee Kim's article "Linking Employee Assessments to Succession Planning" acknowledges the advantages of succession planning that can be realized by public sector organizations and assisting with "improving government performance and accountability" (Kim, 2003, p. 533). In addition, Kim proposes that succession planning is even more effective when employee assessments are included as part of the process. Kim specifically reviews the results of a project involving the DOE/NV. This DOE/NV project involved the integration of "career development, training needs, retirement plans, workforce diversity, succession planning and mentoring programs" (Kim, 2003, p. 534) into employee assessments.

The importance of succession planning to strategic organizational planning is tied to the challenges and limitations of an organization's workforce as demonstrated through various strategic planning analyses that explore current, future, and potential workforce development opportunities. Kim also notes that as "job and personal requirements are assessed, succession planning can help create individual plans that focus on leadership development" (Kim, 2003, p. 534). Kim's approach is consistent with this project's use of personal and leadership competencies as part of the development process. In addition, Kim cites other sources' that also support the approach of this model. Among those, there is the contention that the "combined processes of career development and succession

planning can give any organization - public or private - a snapshot of available talent for meeting current and future needs” (Kim, 2003, p. 534).

In addition, the International Public Management Association (IPMA) cites that some of the key components of “successfully integrating succession planning and career development in public organizations” include “establishing core competencies, encouraging self-determination, developing career planning, using technology for career development, recommending a strong career development program, taking a comprehensive and organization-wide view of career development, focusing on people, finding a champion, and promoting realistic expectations” (Kim, 2003, pp. 534-535). All of the aforementioned items are consistent with the approach of this project. The model being developed focuses on the goals and needs of the organization, voluntary participation, the use of an automated system, and utilizing a basis of development that is comprised of competencies and attributes that are utilized in organizational employee evaluations and widely accepted basic components of quality public sector service delivery.

Continuing the justification of linking employee assessments with succession planning, Kim cites four additional points of support for doing so. They are as follows:

- a) Determining the extent of an organization's pending leadership shortage.
- b) Identifying needed leadership competencies based on services or program needs, values and organizational strategies.
- c) Assessing employee strengths, skill gaps, developmental needs, and career plans.

d) Monitoring the implementation of succession programs with top management support. (Kim, 2003, p. 535)

These four components are deemed necessary for successful integration of employee assessments with succession planning, but more than that, successful strategic planning is also dependent upon these four tasks. In addition, Kim also points to the need to consider “training needs, career development, interest in succession planning and mentoring programs, perceptions of diversity management, and retirement plans” (Kim, 2003, p. 535) in this process and related planning activities.

The results of the DOE/NV study show support for the linking of employee assessments with succession planning and professional development. Kim proposes that this can be accomplished “via clearly defined guidelines and models for leadership assessment and training in leadership competencies” (Kim, 2003, p. 542). The results also support the reinforcement of using retirement plans and diversity planning during this process. Kim does, however, encourage the inclusion of additional studies in any similar analysis and notes two limitations to the DOE/NV study. First, the data needed to evaluate skill gaps against leadership competencies was not available. Next, there was a noted lack of information necessary for evaluating the succession planning activities of the DOE/NV (Kim, 2003, p. 543).

This project incorporates the important task of linking succession planning (via targeted professional development) with employee assessments. The approach, however, is different in that the specific incorporation of the City of Houston’s HEAR program represents this linkage. The utilization of the HEAR evaluation criteria as part of the competencies and attributes provides sort of an underlying link between the two. Training

and development focused on the HEAR criteria ensures that development efforts focus on the same elements as the employee evaluations through the HEAR program (COH, 2013d).

Similar to focusing on competencies as a basis for training and setting standards, the idea of modeling professional development is also not new. Kennedy's 2005 review of the models of continuing professional development examines nine different models of continuing development that cover a wide variety of approaches and supporting theories. In her work, Kennedy reviews those models and proposes a synthesis model comprised of various aspects of several different approaches. The examination of the different models and their underlying theories allows for the ability to "pick and choose" elements necessary to accomplish the desired goals.


The review of the different CPD models includes these nine approaches (along with abbreviated descriptions from the article):

- The training model – Provides an opportunity to update skills in order to demonstrate competence.
- The award-bearing model – Utilizes the completion of award-bearing programs of study (i.e., certifications).
- The deficit model – Designed to address a perceived deficit in performance.
- The cascade model – Involves individuals attending training sessions and then cascading, or disseminating, the information to colleagues.
- The standards-based model – Uses standards (or competencies) to establish a baseline of performance demonstrating required knowledge.

- The coaching/mentoring model – Utilizes a relationship between two individuals to establish a learning scenario; typically between an expert and a novice.
- The community of practice model – Similar to coaching/mentoring, but involves a group approach to learning using social interactions as a primary tool.
- The action research model – Employs a less-passive approach that involves individuals/groups to explore a focus/topic via research where it is accepted to question and modify existing standards.
- The transformative model – Focus is on a combination of practices and conditions which support a transformative agenda. (Kennedy, 2005)

While Kennedy's work does frame the analysis with a focus on education and the "Scottish context" (Kennedy, 2005, p. 3), the review of the principles behind the different models is important to this work in that those principles involved are universal in their applicability. By merging several approaches used in the development of Kennedy's model, these underlying principles can help to provide a theoretical basis to accomplish the ultimate goal of targeted professional development through the model being developed for this project.

In examining the applicability of those nine models identified, it is certainly beneficial to review the model developed by Kennedy which demonstrates the multi-modal approach used. This involves a combination of various approaches that work in tandem to accomplish the overall developmental goals. In order to do this, Kennedy proposes a classification system of the nine models in order to choose the approach(es) best suited for the development goals in question. Kennedy's classification table is shown in Table 1:

Table 1. <i>Kennedy's Spectrum of CPD Models</i>	
Model of CPD	Purpose of model
The training model The award-bearing model The deficit model The cascade model	Transmission  <div data-bbox="1182 468 1399 648" style="border: 1px solid black; padding: 5px; display: inline-block;"> Increasing capacity for professional autonomy </div>
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

(Kennedy, 2005, p. 17)

With Kennedy's table and conclusions in mind, it is important to consider the diverse nature of professional development. As a result, it is clear that there is no single approach that can be considered best for all situations. Furthermore, the combination of approaches appears to demonstrate that maximum potential benefit relative to professional development is possible when employing more than one appropriate mechanism.

In looking at the proposed model, it is obviously structured around the establishment and utilization of competencies and attributes (i.e., standards) across various job classifications and families within an organization. However, the flexibility in the model of the selection process for the appropriate competencies/attributes and the development tools utilized can demonstrate the realization of Kennedy's focus on organizational autonomy in professional development. The proposed model serves as a

means for organizations to utilize a framework that can be populated with items that are reflective of and provide a means to accomplish the organizational goals set forth.

With the implementation of any management tactic that is viewed as new or experimental (especially in the public sector), it is advantageous to refer to examples of specific or similar uses of that particular approach. In looking at the proposed model, it is clear that there are various aspects of this proposed approach that are not new and familiar to HR professionals in both the public and private sectors. However, the combination of these approaches is not necessarily commonplace. From the principles behind the model to some of the specific categories chose for the model, the approach utilized by the Texas Agricultural Extension Service (TAEX) provides a practical example of the possibilities that exist when incorporating the use of competencies and attributes into professional development activities and succession planning efforts.

Dr. Barbara Boltes Stone's 1997 review of the TAEX professional development program provides examples of the implementation of various concepts also being proposed for use in this model. In the review, Stone notes that competencies were "the basis for the professional development initiative" (1997) developed by TAEX. Stone defines competencies as "the application of knowledge, technical skills, and personal characteristics that lead to outstanding performance" (1997). In that definition, it is important to note that the knowledge, technical skills and personal characteristics are extremely similar to the four categories of competencies and attributes proposed in the model. While this particular article was not the primary influence for the breakout proposed, it does reinforce the breakout and the approach being recommended.

As it relates to this idea of development of a model focusing on targeted professional development using principles of succession planning, Stone provides several observations that are consistent with the ideas of this model. One of the more important, yet difficult, ideas presented is the overarching relationship of the competencies involved and the organizational structure. The idea of a “systems approach” to professional development is consistent with the goal of having an alignment of competencies, professional development, organizational structure, organizational values, etc. In establishing that link during the development of the TAEX approach, Stone documented that “competency development has been approached as an opportunity to develop our on-going ability to learn as individuals and to accelerate the mission of the organization” (Stone, 1997).

Undoubtedly, the identification and establishment of the competencies involved is a big part of being consistent with the systems approach. The TAEX program focused on “identifying competencies across the entire organization, as well as within job families and program areas” (Stone, 1997). This is a necessary hurdle to clear in order to have an approach be accepted as a professional development tool that identifies with the entirety of the organization; not simply one or two aspects of it. The reasoning for this, according to Stone, is based in the premise that “a competency-based human resources system has the potential to promote continuous learning and create an infrastructure for moving the organization forward” (Stone, 1997).

Establishing the applicability of the development approach is necessary in order to provide further examples of linkages within the organization, but also to realize the full potential of the items being developed. Stone’s article provided that “one application of

competency models with potentially long-term benefits is employee selection” (Stone, 1997). This provides a link between the competency model being developed and succession planning. In establishing that particular link, however, it is important that the goals and expectations relative to organizational impacts are not an afterthought. Stone’s observation that “leveraging high performance rather than devoting a disproportionate amount of time to lower performance is part of the process of re-thinking the performance appraisal process to reflect a competency-based approach” (Stone, 1997) is a specific example of the thought process needed to bridge the gap between the development approach and organizational goals. The message in that excerpt from Stone demonstrates that their approach is focused on expanding success systematically rather than being focused on remedial activities.

Fully realizing the potential benefits of a professional development approach that includes a competency model is necessary to justify the effort and resources involved with the creation of such an approach. Stone’s review promoted the application of the TAEX tool to influence and guide organizational processes “such as selection, training, performance appraisal, and succession planning” in an attempt to maximize the benefits and relevant applications of the developed approach. It is therefore necessary for the organization to have a clear understanding of how such a tool will be developed and how the tool will be applied. This connection should be evident and representative of the organizations goals and values.

Establishing the Basis for Construction of the Model

In order to support the approach of utilizing competencies and attributes as a basis for guiding professional development, numerous studies have been reviewed in order to

explore the concepts behind this approach. In addition, items referencing the proposed structure of the model are also necessary to ensure that the model is completed in a way that allows the approach to work as intended. Many of the studies referenced so far have discussed the use and importance of competencies in professional development and related/linked succession planning activities. In addition, references have been made to separating out competencies among categories (especially related to leadership) in order to focus efforts relative to those grouped competencies.

The establishment and organization of competency categories provides guidance for the structure of the model and allows for a focused approach relative to the developmental efforts of the competencies in question. For this project's model, the idea behind the organization is not just to focus development efforts, but to also provide a structure for systematically approaching the established categories of development along with the expectations associated with the different levels. If the levels of each competency/attribute are appropriately assigned, the focus on each category for each position should be relatively consistent so that each competency/attribute is addressed as needed. This is not to imply that different positions would not have different levels of expectations for the various competencies and attributes established. In fact, it is absolutely expected that some positions will require much higher levels of proficiency among the different categorized competencies and attributes than others.

As this is not a typical project, the methodology must be identified in order to have a basis for the specific approach utilized to identify those items that will populate the structure of the proposed model. The model will be populated using a variation of competency modeling that pulls from several sources and references which provide

information or standards concerning workplace competencies and attributes. In retrieving and vetting this information however, an integrative literature review approach will be utilized. Other aspects supporting the proposed structure and approach for the model will also be examined in this section. There will, however, be additional practical information cited as for specific examples and resources for this project and/or approach that will be further examined in a subsequent section.

The actual steps being identified for this proposed approach will be more fully examined in the explanation of the methodology being used for this project. However, relevant literature is needed to justify the basic assumptions for the approach as it relates to the intended use of the integrative literature review and competency modeling approaches as an appropriate means for gathering the necessary components to build and populate the model. The approach must be shown to be compatible with the various types of information needed for the model that will represent the combined, identified approach to professional development and succession planning.

Specifically supporting the choice to use the integrative literature review approach involves establishing the link between the merits of the integrative literature and the goals of this project. Torraco's work on the integrative literature review specifically states that it is "a form of research that reviews, critiques, and synthesizes representative literature on a topic in an integrated way such that new frameworks and perspectives on the topic are generated" (2005, p. 356). The goal of this project is to combine professional development and succession planning into a joint effort that operates within the boundaries of the organizational structure. This goal appears to be consistent with Torraco's assessment.

As previously noted, the proposed approach used for development of the model will include assigning tiered levels of competencies and attributes among different categories. The 1974 article “Managing the Four Stages of EDP Growth” by Gibson and Nolan examines the development of an electronic data processing department within an organization. With this article being 40 years old, it is safe to assume that data processing within organizations has changed considerably, so the value of the specific items in the article relative to data processing may be antiquated and possibly useless today. However, for the purposes of this study, this article uses a tiered approach for development that is the basis for the tiered approach for the competencies and attributes identified for the organization in question.

The article proposes a foundation for the study that identifies “four stages of EDP growth: initiation, expansion, formalization, and maturity” (Gibson & Nolan, 1974, p. 77). Within those four stages, the structure is further broken down so as to propose three types of growth that must be addressed through the course of the growth process: “growth in computer applications, growth in the specialization of EDP personnel, and growth in formal management techniques and organization” (Gibson & Nolan, 1974, p. 77). Naturally, specifics concerning the development of the employees are the most important item to take away from their study. However, it is also important to note that the foundation of the entire study, and the driving factors behind employee development are based in organizational goals and existing organizational structure.

Consistent with that line of thinking, the three diagrams presented for the three types of growth are each divided into four segments. These four segments are conveniently aligned with the four phases of growth and represent a hierarchy of

accomplishments, competencies, and expertise. In specifically looking at the diagram associated with growth of the personnel, the framework exists that can be a basis for portions of the proposed professional development model. The specific model presented is as follows:

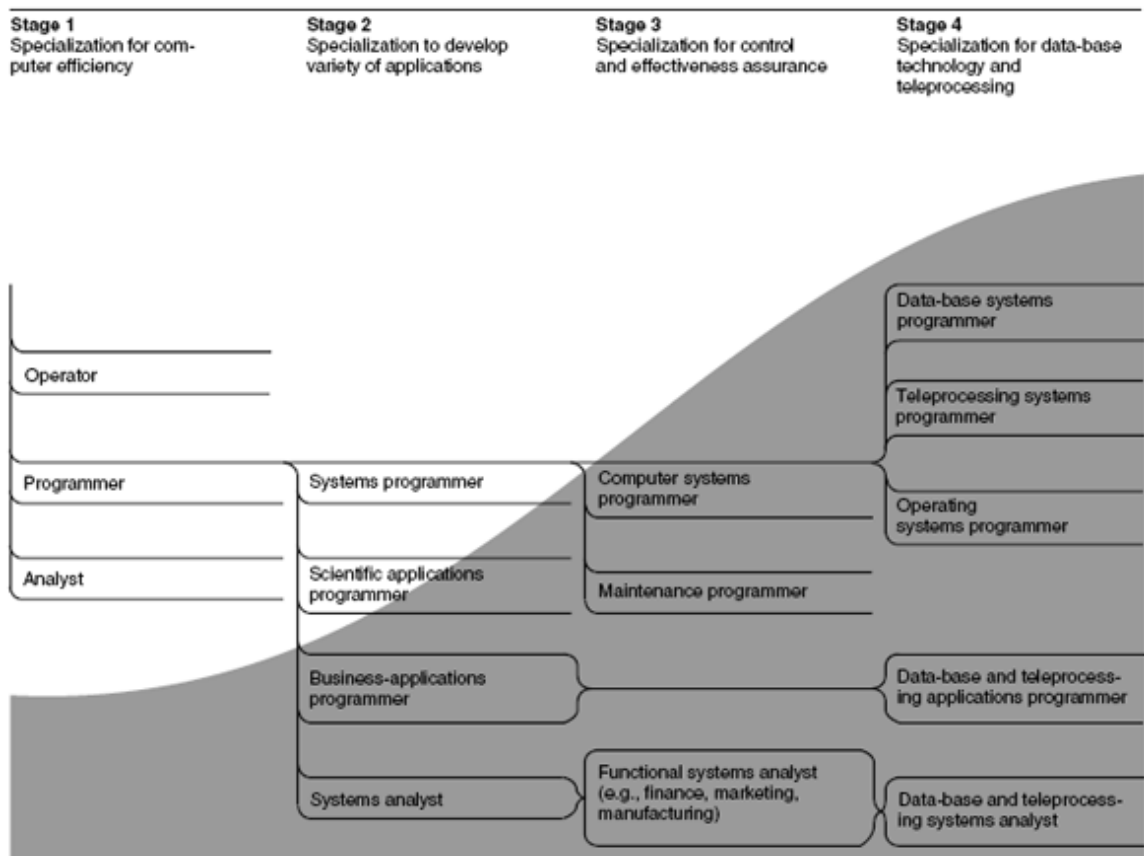


Figure 2. Growth of Personnel Specialization Model (Gibson & Nolan, 1974, p. 78)

Notice in Figure 2 that specific levels are established for different levels of competencies related to EDP applications consistent with what is expected for each of the four levels of growth. This directly ties tangible levels of achievement to the goals of the organization. Furthermore, each level's competency identifies specific positions that are expected to fall in their respective categories across the diagram. This approach provides evidence for creating logical progressions along different job descriptions within the

boundaries of the organizational structure. It is important to remember that adherence to a model is not the goal. It is therefore evident that any such modeling or establishment of structure relative to professional development and succession planning should ultimately yield more efficient use of human capital to better achieve organizational goals.

With this end result in mind and in looking at the specifics of the diagram above, there is an established acceptance of organizational nuances and the need for flexibility to achieve the goals of growth. It is clear, for example, that the “Operator” position is a more entry-level position that does not have a career path identified beyond the first stage. The “Programmer” and “Analyst” positions, however, have various career paths across the different stages. The “Systems Analyst” position in stage two has a logical progression to the “Functional systems analyst” position in stage three and on to the position of “Data-base and teleprocessing systems analyst” in the final stage.

Most organizations however, have goals and positions that may not allow for “fill-in-the-blank” answers at every stage. This is not in and of itself a rejection of establishing structure, but a part of the process necessary to adapt to the specific circumstances being examined. For example, the “Business-applications programmer” position in the second stage of the diagram does not have a promotional opportunity in stage three. The model allows for the career path to bypass the third stage and moves directly to the “Data-base and teleprocessing systems programmer” position in the final stage (Gibson & Nolan, 1974, p. 78).

In keeping with the goals of their study, Gibson and Nolan conclude their analysis by noting that the ever-changing world of technology provides that there is no resting on laurels for those involved. Innovation and changes associated with technology come at

break-neck speed. While innovations in the public sector may not occur at the same rate, it is necessary to maintain this level of flexibility in order to address changes not usually seen in the private sector. Changes in operations due to citizens' expectations, the electoral process, innovations in public sector service delivery, and other public sector nuances are reason enough for the public sector managers utilizing a structured approach to professional development and/or succession planning be open to changes and flexible. This flexibility includes all aspects of any models and/or associated programs and tools designed to promote organizational values through the workforce (Gibson & Nolan, 1974).

As mentioned, the competency modeling approach will be the one of the main inspirations for the realization of the proposed concept for targeted professional development. In looking at the source information for that concept, there are numerous resources from which to draw information. As it relates to a review of the literature for that concept, however, the focus will be on an integrative literature from 2012 by Gregory Stevens related to the concepts of competency modeling. This research provides a well-rounded overview of the subject and presents various sources and concepts from a variety of literature on the subject. Since the goal of this project is to create a solution, this literature review provides the best summary of the research supporting the concepts of competency modeling being used for this project and the proposed model.

Similar to what was discovered in attempting to identify an existing solution to the practical problem being approached, Stevens notes that the issue of competency modeling has been historically under researched and there is a potential void for academic works that relate to identification and categorization of competencies as

opposed to the wealth of information that exists for competencies as a basis for development activities. An exception cited by Stevens is the 2005 work by Le Deist and Winterton concerning competency typology.

The approach being taken for this project places an emphasis on the competencies as they work together in a comprehensive, organizationally-focused manner with respect to degrees of mastery/achievement. Specifically, this project utilizes a professional development approach that is dependent upon the specifics behind the competencies and attributes identified; not just their existence. Therefore, the approach of the literature review by Stevens is extremely relevant as it seeks to “shift the focus back on the development of competencies and competency models by reviewing and integrating the literature on competency modeling from across multiple fields of study and demonstrating how those lessons may be applied” (Stevens, 2013, p. 87).

In establishing the structure of the model, it is obvious that competency modeling will be a part of this design. However, before this competency modeling can take place, it is necessary to establish the framework for the process. This is necessary to reduce the guesswork relative to the framework and focus on implementation. Considering implementation, the proposed approach is designed to allow for maximum flexibility relative to specific aspects of the model, but to keep the overall approach constant so that the interactions between the competencies, positions, and developmental efforts remains consistent through time and different iterations of the model.

Examining the use of competencies and providing some structure for that is an important part of this. Mansfield’s research has included reviews and critiques some of the traditional approaches to competency modeling. This also includes suggestions for

overcoming obstacles and limitations. Mansfield initially focuses on the single-job approach and the one-size-fits-all approach while building the case for a new option in what he refers to as the multiple-job approach.

The single job approach is identified to be the most common initial usage of competency modeling. This approach identifies a single critical position that warranted some sort of change or attention from a workforce planning perspective. As part of this approach, a data collection effort takes place that gathers information from position incumbents, supervisors/managers, subordinates, customers, and field observation visits. Through this process, Mansfield notes that the data can be turned into a competency model that has 10-20 items along with specific expectations for those items (Mansfield, 1996).

The other option cited is the one-size-fits-all approach. The basis for this approach consists of the development of a common set of competencies that apply to a specific population within the organization. This would require a process to identify the competencies that would serve to provide organizational buy-in and approval. Typically, a consulting firm or team of HR professionals would build these competencies and develop activities reinforcing them. In addition, the inclusion of organizational values and the organization's mission statement would be reinforced through the competencies (Mansfield, 1996).

Regarding the single-job approach, the specificity involved provides a good roadmap for those currently in that job, those that want to be in that position, and those responsible for managing that position. However, the specificity also produces an inefficiency relative to overall HR operations and the costs associated with developing

single models. It can also serve as a disconnect to the rest of the organization. In looking at the one-size-fits-all approach, it is recognized that there are advantages to having common competencies as a basis of development. However, despite the comparatively lower costs and advantages to the organization, there is a practical flaw in that the specific application of these competencies through this approach may diminish their value. Jobs where certain competencies have questionable application, may lead to the competencies being seen more as overarching value having little practical application (Mansfield, 1996).

As a result, a hybrid approach was determined to be the best way to describe the development of competencies for this project. Mansfield's multiple-job approach uses a common set of around "building block" competencies that provide a common basis of analysis for multiple jobs within an organization. This approach also involves the use of technical competencies that can also be applied to multiple positions. In order to have as specific a model as possible through common competencies, customization and levels of competencies must also be developed. In addition, the development of the model requires the input of the organization and the analysis of the jobs that will be affected (Mansfield, 1996).

In comparing the three approaches presented, the multiple-job approach "offers the dual advantages of a common conceptual framework and customization for individual jobs" (Mansfield, 1996, p. 17). It is this line of thinking that is necessary for this project to be a success. This is especially important in that the development of the competencies is a critical step in this project. This is true as the application of tools to achieve the levels

established relative to the identified competencies must be also be generic in coverage and specific in application.

Summary of Academic Findings

The concepts presented provide the justification and identification of the need for the proposed model due to the lack of a combined approach directly applicable to competency modeling and targeted professional development. These academic findings will be supplemented with practical examples of the various concepts presented in order to formulate and populate the proposed model. The use of tools to support the model is also important to identify. These items will form the basis of the final product that is in line with the organizational goals previously set.

The use of the integrated literature review to establish the competencies described in the multiple-job approach by Mansfield will produce a sound model reflective of the organization that can be applied to very specific positions and associated tasks. Sources for identifying these competencies will come from existing practical sources such as existing organizational systems that reflect expectations and values, along with industry standards that do the same on an industry-wide basis. Through this process, the competencies produced will provide a basis for identification and application of the tools in a logical, systematic manner that is both practical and theoretically sound.

Chapter III

METHODOLOGY

Considering the desired results of this project, the idea that the results of this effort will be utilized in a practical setting must guide the development of the project and be the basis for the selection of components to be incorporated into the model. The methodology used for the development of an organization's development model should utilize an appropriate variation of competency modeling that incorporates guiding principles derived from the relevant literature and other sources. As a result, it is being proposed to structure the framework of the model in a manner that successfully incorporates the values of the organization as expressed through the structure of the workforce.

Proposed Framework

Establishing the framework utilizes the following steps for creating the model within the context of each organization where it will be used:

1. Identify Established Attributes/Competencies Recognized as Being Vital to the Internal Organizational – Identification and categorization of specific, pre-determined individual competencies and attributes that have been identified as valuable to the organization. This may be found in evaluation criteria, policies, procedures, as well as statements concerning the organization's mission, vision, values, etc.

2. Identify External Organizational Attributes/Competencies Reflective of Industry Standards and Best Practices – Adoption/Incorporation of attributes and/or competencies from external sources which are recognized as providing value to and/or or having a mission similar to the organization in question.
3. Propose a Model Structure Based on the Identified Attributes/Competencies – Upon confirmation of the attributes and/or competencies to be included, Categorize and organize the attributes and competencies identified into a structure that allows for clear categorical delineations and further evaluation of attributes and competencies if necessary.
4. Establish Levels Within the Attributes/Competencies – Setting degrees of proficiency and/or achievement levels among the different attributes and competencies identified. The levels may be set or fluid in number, but should start with the most basic and end with the most advanced expectations relative to each competency and/or attribute identified.
5. Link Existing Positions to the Attributes/Competencies – Assigning the levels for the categorized competencies and attributes relative to the job descriptions and expectations of those positions within the organization.
6. Perform a Preliminary Gap Analysis – Conduct a final review of the selected competencies and attributes along with the levels assigned to them in order to provide a a quality check after the analysis of the relevant job descriptions.
7. Identify Tools for Development Consistent with the Attributes/Competencies – Identification of professional development tools currently/to be accepted by the

organization designed to allow an employee to gain skills/expertise according to the levels established within the competencies and attributes selected.

8. Establish Criteria for an Automated Tracking and Planning Tool –
Propose/Develop the criteria necessary to implement a tracking and skills inventory system that can produce personalized development plans as needed to guide professional development activities based on this approach. This can be an add-on to an existing system.
9. Establish Criteria for a Program Evaluation Tool – Propose/Develop criteria for regular evaluations of the approach/system and allow for updates as needed to ensure that current and future needs are being met within the organization. Such criteria should include goals that can clearly distinguish between those employees using professional development plans supported by the model and those that are not. The criteria should also include measures against organizational goals and objectives related to the model.

The model will need to focus on job classifications and hierarchies in an attempt to quantify and qualify position needs among different positions within the organization. This will require creating taxonomies of attributes and competencies associated with those requirements. The goal is to combine what has been “proven” through previous academic work and established industry standards with the organizational realities that exist. Using this approach, it will be possible to create generic categories and hierarchies of relevant attributes and/or competencies within those categories that will create the desired classification structure. This classification structure would allow for existing job

classifications to be quantified uniformly from the lower positions on the pay scale to the higher ones regardless of their respective position categories.

With the establishment of the taxonomies and hierarchies needed, professional development efforts can be identified based on a desire to promote certain values and levels of attainment relative to the requirements and expectations of different positions to establish a model that combines professional development and succession planning within an organization. This framework would provide a structure for utilizing competency modeling and the integrative literature review methodology for identifying attributes and/or competencies associated with job descriptions and job families. The desired end result will be that the model can systematically provide information to ensure that professional development is linked to succession planning principles based on commonalities in identified attributes and/or competencies across individual job titles, job families and other organizational units.

Identifying the relevant academic work and industry standards will best be accomplished using an integrative literature review. However, each organization will have the choice of how generic or specific they can choose to be when creating the model. In the next section, various real-world resources are reviewed within the context of this proposed approach to professional development. For simple organizations just getting started, an extremely generic model could easily be built using resources identified such as those cited in the next section. This could include “industry-specific” resources such as professional organizations that serve as clearinghouses of information for certain fields.

As is consistent with the integrative literature approach, populating the model will require a search and review of relevant literature, industry standards, and other authoritative sources concerning the identification and justification of the attributes, competencies, and related items being used. In looking at the steps identified, this will be used for research and identification for the competencies and attributes to be used as well as the professional development tools needed.

Using the integrative literature review in combining the principles of professional development and succession planning is consistent with the work of Dr. Richard Torraco. Torraco's 2005 work on integrative literature reviews provides clear guidance for utilizing this approach relative to the purpose identified. Specifically, the integrative literature needs to gather the use of critical analysis, knowledge useful for expanding the topic, examination of the organization of the material, the methodology and/or background of the material reviewed, as well as the implications for future research (Torraco, 2005).

Competency modeling is another approach being utilized to populate the model. It must be noted, however, that the model and approach are not being developed through separate efforts of an integrative literature review and competency modeling. Rather, these two approaches are being used simultaneously so that the attributes and competencies are properly categorized, identified, and distributed across the established levels. Punnitamai (2003) provides support for this project's use of competency modeling as a management tool. His study also lays out important considerations for success in terms of the development and application of tools using competency modeling. Those factors are as follows:

1. Competency-related knowledge and experience within the organization.
2. Strategic linkage of the competency modeling to organizational vision and goals.
3. Tying the competency modeling results to other management subsystems.
4. Multiple communication strategies for promoting and sustaining the modeling results.
5. Diverse and flexible options for implementation. (Punnitami, 2003)

It is expected that elements of both competency modeling and the integrative literature review will be utilized throughout the project. Concerning the initial categories, the industry sources cited, and relevant attributes/competencies, the proposed model is intended to be limited to four general categories and ten attributes/competencies per category. This structure is not written in stone and can be modified based on the needs and/or limitations of the organization sponsoring the development of the model. In addition, the availability of specific references/guidelines needed may also contribute to the establishment of the parameters.

For this model, the utilization of these approaches will contribute to guiding the development activities necessary. First, establishment of the initial categories will be drawn from the work of industry experts (including the consultant assigned to this project), the identified competencies/values, as well as certain common expectations for employees of the organization in question. This may be in addition to any other “expert” references that can provide possible support for categorical breakouts. These categories are established with the intent of providing a logical separation of the types of attributes/competencies that will be the basis of the established hierarchy of the job

classifications. It is possible that this activity can be combined or at least influenced by the next item concerning the specific competencies and attributes being examined.

Next, the combination of competency modeling and the integrative literature review approach will provide a basis for the continued identification of the specific attributes and competencies among the different categories previously established. Once again, the use of industry experts and standards, relevant academic studies, and the organization's common expectations will provide a basis for this selection. Specific consideration will be given to the applicability of the competency or attribute to the respective generic categories established and the ability to quantify levels of proficiency or attainment within that item. The competencies and attributes selected must represent a personification of the assigned category as well as a concept that is practical and easily translated to expectations in the workplace.

After the competencies and attributes are successfully identified to populate the categories identified, they must be broken down into levels or proficiency and/or attainment. For the purposes of this model, the intent is to have all competencies and attributes have five distinct levels associated with them. The lowest level will represent the minimum requirement for that competency/attribute. In some cases, that could be a "zero" value. For the maximum established value, a mastery or maximum expectation of that competency/attribute is identified according to an established standard / measure or can be limited to the maximum expectation of the organization.

In future applications of this approach, there is not necessarily a need to utilize five levels as opposed to three, six, or some other number. There is not even a requirement to keep levels uniform across different competencies and attributes. What is

important; however, is that the levels established are supported by an acceptable source authority. Once again, this could be the work of industry experts, established standards, academic research relevant to the particular attribute or competency, or even previously recognized levels of attainment and/or proficiency by the organization itself. However, it is important that these levels be supported, but also that any potential conflicts between these possible sources is avoided or at least addressed.

The next step would involve the identification of the tools that will allow for employees to move between the levels established for each of the competencies and attributes identified. This will be a unique effort for each organization utilizing this approach. Tools can be specific or general in nature. Specifically, tools could include professional development courses or other items that are actively administered by the organization. A more generic approach might simply be the identification of an outside achievement as a tool. For example, a college degree or a specific course may provide the necessary pre-requisite to achieve a desired level of competency associated with education. However, that would probably only be attainable through an outside university. The organization may not have the ability to offer that degree, but can utilize such generic tools for the attainment of a path of development necessary to achieve a certain goal. It may also be necessary for tools to be made more or less specific in order to accommodate the nuances of an organization. The individual tools themselves are not necessarily important. What is important, however, is for the organization to fully recognize that attainment of qualifications and levels of expertise through a tool (specific or generic) are to be recognized and encouraged as part of a professional development plan developed through this approach.

The incorporation of job descriptions (including all of the requirements, expectations, etc.) into the model is an important part of the practical application of this approach. Just as it is necessary to include competencies and attributes that are relevant to the organization, industry standards, specific studies/consulting work, etc., it is also necessary to ensure that the structure is accommodating for the job descriptions of organizations being included in the model. Various aspects of the job description and the position's role within the organization must be considered. The examination of position-related KSAO's will be a major part of the implementation of the project.

A publication from the U.S. National Archives and Records Administration defines KSAO's as the "the job-related Knowledge(s), Skills, Abilities, and Other characteristics that an applicant must have to perform successfully in the position" (U.S. NARA, n.d., p. 2). Furthermore, the Administration notes two recognized categories of KSAO's: the technical and behavioral types. The Administration also provides that KSAO's are developed through a job analysis and can include levels of proficiency as well. Therefore, understanding and applying the related KSAO's of the jobs in question will be a critical step in linking the job descriptions to the specific levels of the identified competencies and attributes (U.S. NARA, n.d.).

The differences between job descriptions must also be properly aligned with the assigned levels of the relevant competencies and attributes so that the tools identified are able to move an employee from one level to the next as needed according to the professional development plan identified. In the absence of a clear path from one position to another using the components of the model, changes to the structure of the model, the

tools identified, as well as to the established competencies and attributes are acceptable and even warranted in some cases.

While it is possible that all of an organization's job descriptions may be included, the approach can also be designed so that the model changes slightly to allow for a shift in focus on a particular job family or families within an organization. This is extremely important since the main purpose of this approach and the model being developed is to realize the practical benefit of targeted professional development. Specifically, this means that the system developed should provide a plan for an employee to grow from being qualified for a current position to being qualified for a targeted position within a job family or the organization as a whole. All of these activities occur utilizing the identified competencies, attributes, and job descriptions that are representative of the organization's structure and accepted values.

Project Limitations and Future Considerations

Concerning the future implementation and development of an evaluation tool, previously defined approaches will be reviewed and utilized to support the specific items developed relative to this project. These evaluation approaches will be reviewed using the same basic tenets of the integrative literature review and will look to other sources for evaluating competency modeling, succession planning, professional development, and other related human resource development activities. The goal will be to identify previously developed evaluation models that have established a distinct methodology to measure the outputs and outcomes of this approach for targeted professional development that utilizes elements of succession planning. The result will be the development of an

evaluation model that will be used to measure the success of the identified approach and to identify areas of improvement during the implementation process.

Any evaluation models reviewed are intended to be compatible with the nuances and expectations of public sector organizations. Specific consideration, however, must be given to organizational nuances that might affect the gathering, use, and/or publication of data associated with employees that might be necessary for an evaluation of this approach. Since this model and professional development approach is being developed for this practical application, the need for an evaluation tool will be established in principle, but not specifically developed at this point. Follow-up work after implementation of the model by an organization should include utilization of an accepted, established evaluation tool to measure and compare the appropriate outcomes of professional development efforts through this approach as compared those same outcomes among employees not utilizing the approach.

A final piece to be incorporated into this project in the future will be the development of an electronic interface that is responsible for storing and extrapolating data related to the categories, competencies, attributes, etc. associated with the model being developed. As part of the requirements of a program like this, an additional tool will be required to input and track information for employees. This will include information such as work history, education, training, skills, etc. that have been documented. This section will also include an updating tool so that progress made on an ongoing basis is able to be captured and used accordingly. Utilization would include production of professional development plans, reminders, scheduling concerning possible recurring training needs, etc.

Part of the updating of items captured in the database or software package associated with this approach should include the documentation of training and education completed on an ongoing basis. Tracking of established developmental requirements and the identification of a potential “expiration” of a competency-level attainment might be required for organizations that require annual or recurring training efforts consistent with elements of the model. Training programs are among the tools that will need to be categorized by way of the specific competencies and attributes they address. As previously described, part of the development process will require an initial inventory of tools available for the model. The tools identified, as well as the competencies and attributes chosen can also be subject to change. The need for the model to be flexible is consistent with the tendency of organizations to change as a result of having to be responsive to various influencing factors.

Summary of Proposed Approach and Methodology

The application of the proposed methodology will be represented in the findings of this project. The development of this model for the identified professional development needs within the Street and Drainage Division of Houston’s Public Works and Engineering will serve as a practical tool for implementation as well as a guide for the future application of this proposed approach. The initial reasoning behind the development of this project, coupled with the previous academic work to support the assumptions being made, allows for an accepted focus of targeted professional development through principles of succession planning. The practical realization of this concept in a useful form will be the guiding premise for the subsequent items developed

as components of the final product intended to be implemented and adopted to address the original needs identified.

Chapter IV

IMPLEMENTATION

After coordination with members of the project team, the framework for the model was created and populated using the principles previously identified. The utilization of the integrated literature approach was important in selecting, defining and setting the proficiency levels for the competencies and attributes. The incorporation of the resulting items and linkages into a work product was the necessary next step in order to present the findings to City of Houston officials for implementation.

In focusing on preparing the project for the implementation and incorporation of the approach, it is beneficial to identify factors relative to implementation that could affect the desired program results. Professional development activities, similar to standard policy implementation efforts, can be defined, altered, or deemed a success/failure as a result of the implementation process. When it comes to both professional development and the public sector factors, important considerations for implementation must be within context.

Considerations for Implementation

In establishing a structure or roadmap for successful implementation, Morris (1996) outlined a two-pronged approach to implementation of similar initiatives. The first consideration involves the support of the organization. This includes the support of leadership with whom responsibility ultimately lies. The leadership of an organization must be on board with this effort and be willing to support and encourage the shift in

approach. There also needs to be an understanding of how this new approach incorporates existing processes, procedures, and other organizational standards. This proposed effort, like many, does not necessarily represent an overhaul of the entire organization, but rather a more structured way of aligning both desired and existing characteristics of the organization. Finally, the approach must include an expectation of results that can be recognized as a benefit to both the organization and the employees using the system. Without that, the investment of resources for all involved become very hard to justify.

The second part of the referenced implementation strategy (Morris 1996) naturally depends on the employees involved. While it is certainly the responsibility of the organization and its leadership to define the potential benefits of the approach, the employees must be motivated to participate in some fashion. Employees must be able to recognize that the system is either a means to be promoted, a way to address identified areas of concern, or some other way to better address career, financial, or personal goals. Employees must also have the knowledge to be able to participate. Again, the availability of such information and opportunities may be the responsibility of the organization, but employees must also be willing and able to understand this effort and the potential benefits. Put together, those potential benefits and knowledge about the approach must outweigh any fear of the unknown or doubt that may exist in the mind of the employee. If an employee is concerned about any negative consequences tied to participation, then the program goals for the organization and the employee may never be realized.

As it relates to the involvement of the organization and its leadership as well as the employees involved, there are specific factors to be considered. It is necessary for the program to be administered consistently, fairly, and enthusiastically across the

organization. A significant change in an area involving employees must include obvious instances of leadership by example. Roddy (2004) argued that “leaders at all levels can enhance the program by participating in coaching and mentoring” (p. 491). In addition, implementation may require an entrepreneurial environment where both individual and organizational benefits are tied to the respective individual and collective efforts put forth (Defillipi and Arthur, 1994).

Finally, considerations for implementation should also recognize potential stumbling blocks affecting this effort. While it is impossible to plan or account for every potential influencing factor in implementation, there are some items to consider. As it relates to the involvement of organizational leadership, Punnitamai (2003) warns that leaders need to be on the same page as it relates to implementation of this type of program. A “just get it done” or a “bandwagon” approach will not demonstrate a unified front for employees being asked to participate. This effort cannot be seen as just another thing to do or a waste of time. Leaders must be aware of their own attitudes and communication efforts as well as the reaction of employees. Pynes (2004) pointed out that some employees who are “unwilling or unable to make the transition may choose to resign or in some cases attempt to sabotage new initiatives” (p. 404).

Identifying specific public sector considerations relative to professional development programs can also help to guide implementation efforts. The idea that political factors can affect organizational change (in a positive or negative manner) is certainly not hyperbole. Kim’s study on public sector development (2003) notes that the “traditional hierarchical structures and decision-making patterns” (p. 543) associated with public sector organizations must be challenged. This is sometimes easier said than done

as organizational rules and procedures may be based on established laws or other non-administrative policy direction. Pynes (2004) also weighed in on the public sector nuances associated with the sometimes “short-term” (p. 404) focus of elected and appointed officials whose time in the organization may not align with the benefits to be realized. Those officials, according to Pynes, may “favor short-term budget considerations over long-term” (p. 405) efforts. In addition, it is necessary to recognize that public sector leadership is always subject to change. Changes in leadership can also greatly affect implementation and continuation of established professional development efforts.

Overview of the Project Manual

To begin this process, the completed model along with the identified professional development tools were used to create a Project Manual for submittal to the City of Houston officials involved in the project. The Project Manual included information about the approach and results of the steps identified. Details of the sections of the model are as follows:

- Section 1: Framework and Process Overview

These items present the proposed structure of the model as well as the process involved with the approach. This structure is designed to organize the proposed competencies and attributes according to four categories. Within those categories, it is being assumed that there will be ten attributes and competencies for each. Finally, each attribute/competency will have five defined levels of proficiency (or attainment) identified.

The process identified includes the influences and outcomes expected in the development and application of this approach. The proposed structure and process are not intended to be unwavering rules for future applications of this approach. The proposed structure and process are being presented to demonstrate the links between the categories, competencies, and levels in a uniform manner.

- Section 2: Proposed Model for Identified Competencies by Category

The proposed model shows the identified categories along with their corresponding competencies and attributes. This is the basis for aligning the competencies utilizing the different levels and appropriate professional development tools for those levels.

- Section 3: Listing of Identified Competencies by Category

The attributes and competencies within the proposed model are listed in this section for reference by category.

- Section 4: Detailed Descriptions and Levels for Competencies by Category

The selected attributes and competencies are broken out into levels with definitions and sources for the respective competencies and levels identified within each category.

- Section 5: Sources for the Selected Competencies and Attributes

This section shows a reconciliation of the sources utilized for the selection of the attributes and competencies with the final list. This includes the City of Houston HEAR (Houston Employee Assessment and Review) program, the ICMA (International City/County Management Association), Office of Personnel Management (OPM), and Harvard University (mainly for reference).

- Section 6: Competency Levels for the Chosen Job Families/Positions

The two selected job families, Administrative and Field Operations, are examined through the positions associated with those job families. These positions are categorized according to their requirements and expectations relative to the levels within the selected competencies.

- Section 7: Inventory of Professional Development Tools

This section lists the identified professional development tools available to the Streets and Drainage Division. These tools include orientation and training classes from the City of Houston/E.B. Cape (COH's Corporate University) as well as other training classes from Strategic Government Resources (SGR), The Texas Engineering Extension (TEEX), and the Public Works Institute (PWI) program from the Texas Public Works Association. All courses are inventoried, classified and include the competencies and corresponding levels addressed.

- Section 8: Competency Descriptions and Levels with Development Tools

The competencies and corresponding levels are broken out along with the identified developmental tools for each competency/level. The generic use of the COH items is a place holder for orientation and custom/non-traditional development tools.

- Section 9: Example Application of the Model

This document represents an application of the model identifying necessary areas for training. In this example, the anticipated areas for future training and development for a typical Field Supervisor to meet the requirements and expectations of the Section Chief position are identified.

- Appendix

The Appendix of this document was added to provide a summary of the project presentation meeting that took place in April 2015 with City of Houston officials.

This summary includes a recap of the discussions concerning the future of this model and implementation of the approach. In addition, the Appendix contains a copy of the Letter of Project Acceptance from the City of Houston and a list of References used for the Project Manual.

Summary of Project Findings and Presentation Meeting

The results of the project as shown in the Project Manual were presented to City of Houston officials on April 21, 2015. Present at this meeting were representatives from the City of Houston's Human Resources Department, officials from the Street and Drainage Division of the COH-PWE, and the author of the project. The concept overview was reviewed to provide a recap the original discussions that led to the development of the project. The overall methodology was also presented to show the roadmap utilized to develop the approach and model. Finally, a presentation of the completed model, assignment of development tools, and the practical example scenario were provided to demonstrate the ability to address the original need

The findings were favorably received and were seen to be in line with the needs of the organization and a viable way to move forward. Discussions then moved on to looking at the future of incorporating these findings into the existing approach to professional development. These conversations included the identification of partners within the Public Works and Engineering Department, Human Resources, and the E.B.

Cape Center. Everyone present agreed that the identified structure would help to streamline decision-making concerning resources allocated for professional development.

Finally, discussions were moved to the examination of remaining items needed. Those items were presented to identify potential areas for future expansion of this research and necessary tools for implementation. They are as follows:

1. Development of an electronic tool/incorporation into the existing LMS

There was an obvious need identified to have a system that would house and manipulate the data necessary for the successful implementation of the approach. One solution proposed was that the existing Learning Management System (LMS) be expanded to include development tools, job requirements, and other items needed.

2. Incorporate the approach into the HEAR system for better employee evaluations

One suggestion discussed was that any professional development plans could be utilized in developmental and a remedial approach. Therefore, action plans involving training under this model should be a part of the employee evaluation system (HEAR) and be tracked there as well. Since the inclusion of HEAR factors was a part of the model development, everyone agreed that this would be a good option to explore.

3. Create a training program for both supervisors and employees

One of the more complex future tasks discussed was the need to develop a training program for both supervisors and employees relative to this approach. The need for such a training effort is obvious so that those using the system

would be able to learn what the approach is and how it works. This discussion also touched on the obligation to explore potential policy issues such as mandatory vs. voluntary participation, managing expectations concerning promotions, selective application of the system by different operational groups, and other organizational considerations. The result of this part of the discussion was that any formal development of this approach would need to be done incrementally.

4. Immediate incorporation of principles and strategic themes identified

Because of the discussions concerning the identified need for training and policy considerations, discussions moved to incorporation of the principles identified in existing systems. Justification for training based on identified needs was one concept that was agreed upon for immediate consideration. The need to link training and development to organizational specifics was also a concept that could be easily implemented. Finally, there was a consensus that potential vendors should be asked to link requirements their training programs to established City of Houston organizational values and operational requirements.

After this meeting, the implementation of the approach and model developed has been largely limited to Item 4 above. Several of the considerations for implementation previously mentioned have affected this project. First, with changes in leadership in both the Mayor's Office and the Public Works and Engineering Department, the focus on these efforts was somewhat diffused. There is still value placed on the concept and principles identified,

but a lack of systems and consistent implementation efforts across the organization is apparent.

However, the continued focus on the principles of this approach are apparent in leadership's designation of certain officials tasked with reviewing various professional development activities against City/Departmental goals and objectives. The Department is also continuing to work with the E.B. Cape Learning Center to review the professional development tools offered as they relate to both the organizational goals and values along with the specific requirements of various positions. The emergence of a "litmus test" for training and development activities is consistent with the goals of this project.

Discussions have been ongoing to consider additional efforts, but further thought has also been given to the application of the model and approach in other public sector organizations. This would identify any considerations necessary to adapt the approach to organizations of different size and technical sophistication. With the future in mind, it is certainly worthwhile to continue these efforts considering that the approach identified has been shown to successfully incorporate various critical components of public sector professional development as originally intended.

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APPENDIX A:
Institutional Review Board Oversight Screening Form

Valdosta State University Graduate School
Institutional Review Board Oversight Screening Form
for Graduate Student Research

Project Title: Targeted Professional Development in the Public Sector: Achieving Organizational Goals through Employee Development Utilizing Concepts of Succession Planning

Name: Brant Gary Faculty Advisor: Dr. Robert P. Yehl

Department: Public Administration Please indicate the academic purpose of the proposed research:

E-mail: bmgary@valdosta.edu ☒ Doctoral Dissertation

Telephone: 832-282-3825 ☐ Master's Thesis

☐ Other:

1. ☐ YES ☒ NO Will you utilize *existing identifiable private* information about living individuals? "*Existing*" information is data that were previously collected for some other purpose, either by the researcher or, more commonly, by another party. "*Identifiable*" means that the identities of the individuals can be ascertained by the researcher by name, code number, pattern of answers, or in some other way, regardless of whether or not the researcher needs to know the identities of the individuals for the proposed research project. "*Private*" information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place or information provided for specific purposes that the individual can reasonably expect will not be made public (e.g., a medical record or student record).

Note: If you are using data that: (1) are publicly available; (2) were collected from individuals anonymously (i.e., no identifying information was included when the data were first collected); (3) will be de-identified before being given to the researcher, (i.e., the owner of the data will strip identifying information so that the researcher cannot ascertain the identities of individuals); or (4) do not include any private information about the individuals, regardless of whether or not the identities of the individuals can be ascertained, your response to Question 1 should be NO.

2. ☐ YES ☒ NO Will you *interact* with individuals to obtain data? "*Interaction*" includes communication or interpersonal contact between the researcher and the research participant, such as testing, surveying, interviewing, or conducting a focus group. It does not include observation of public behavior when the researcher does not participate in the activities being observed.
3. ☐ YES ☒ NO Will you *intervene* with individuals to obtain data? "*Intervention*" includes manipulation of the individual or his/her environment for research purposes, as well as using physical procedures (e.g., measuring body composition, using a medical device, collecting a specimen) to gather data for research purposes.

If you answered YES to ANY of the above questions, your research is subject to Institutional Review Board oversight. Please discard this form and complete and submit an IRB application. Do not begin your research until your application has been reviewed by the IRB and you are informed of the outcome of the review.

If you answered NO to ALL of the above questions, your research is not subject to Institutional Review Board oversight. Stop here, sign below, secure your faculty advisor's signature, and submit this form to the Graduate School. Please remember that, even though your project is not subject to IRB oversight, you should still observe ethical principles in the conduct of your research.

STUDENT CERTIFICATION: I certify that my responses to the above questions accurately describe my proposed research.

Student's Signature:  Date: May 5, 2014

FACULTY ADVISOR CERTIFICATION: I have reviewed the student's proposed research and concur that it is not subject to Institutional Review Board oversight.

Faculty Advisor's Signature:  Date: 11-16-17

APPENDIX B:

Project Manual

Project Manual

TARGETED PROFESSIONAL DEVELOPMENT IN THE PUBLIC SECTOR

PRESENTED TO:

CITY OF HOUSTON
PUBLIC WORKS & ENGINEERING
STREET & DRAINAGE DIVISION

PRESENTED BY:

BRANT GARY
CANDIDATE FOR THE DEGREE OF
DOCTOR OF PUBLIC ADMINISTRATION
VALDOSTA STATE UNIVERSITY

APRIL 2015

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Overview

This Program Manual represents years of dedication and accomplishments achieved in pursuit of improvements made to public sector operations and the workforce. The need for a different approach to professional development identified by the Street & Drainage Division of the City of Houston's Public Works & Engineering Department provided an opportunity for this project which is both academic and practical in nature. The goal of this project was to enable decision-making concerning the allocation of public sector professional development resources that was more cost-effective, more productive, and more transparent for the entire organization. By strategically aligning best practices in professional development with existing organizational goals and structure, it is possible for public sector agencies to develop and maintain a workforce that is better prepared to tackle the challenges of public service delivery for years to come.

Disclaimer

The information presented in this document represents the culmination of academic and professional research completed and presented to the Street & Drainage Division of the City of Houston's Public Works & Engineering Department in April 2015. This version of the project documentation may include minor errors and/or omissions and cannot be assumed to cover all details or variations concerning the discussions and/or implementation of the proposed approach to professional development. The information presented is linked to a Final Applied Project done as part of the requirements for the degree of Doctorate in Public Administration from Valdosta State University.

Please also note that any product, process, technology, or other item described in these documents may be subject to the Intellectual Property Rights held by a third party. No specific right of use is granted via this documentation for any items that may be the Intellectual Property of others. Finally, there are no guarantees of performance or availability for any item referenced in this documentation.

**Targeted Professional Development Model Project
Presented to the City of Houston**

**Brant Gary
April 2015**

Section 1: Framework & Process Overview

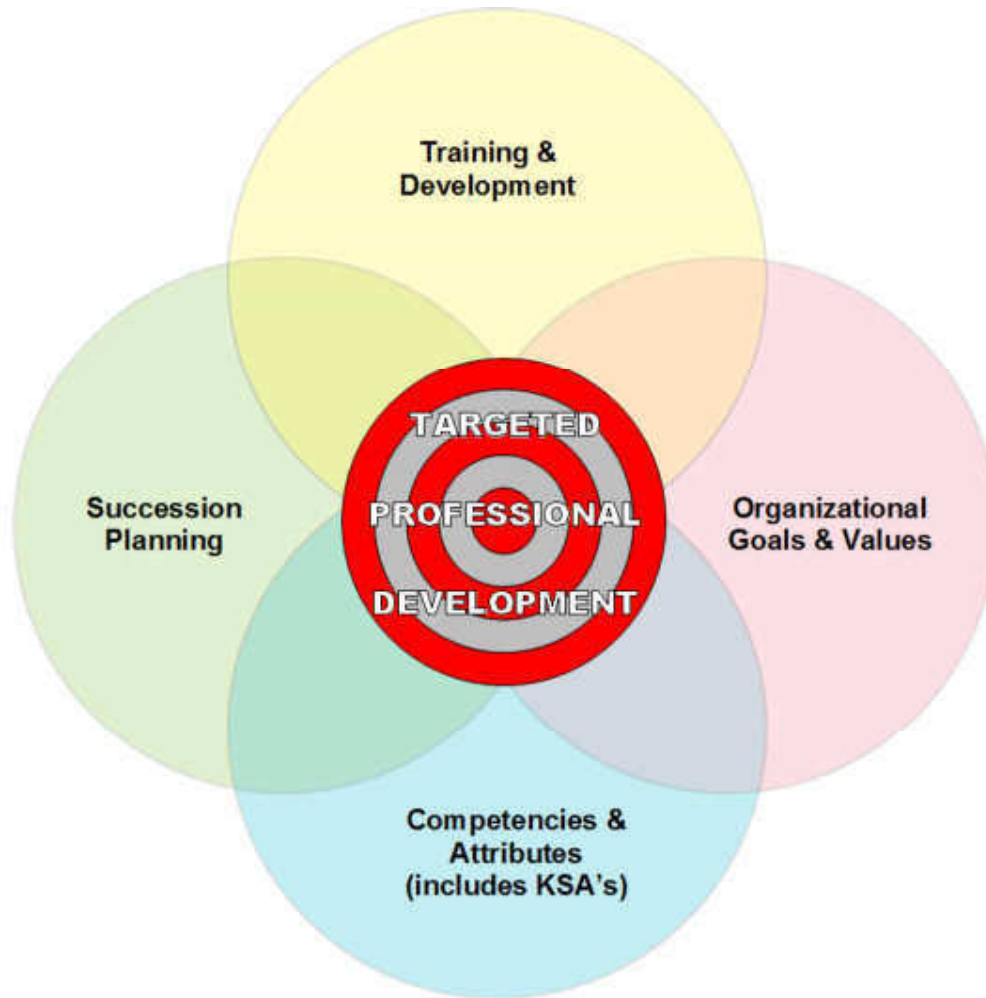
The following sheets represents the proposed structure of the model as well as the process involved with the approach. This structure is designed to organize the proposed competencies and attributes according to four categories. Within those categories, it is being assumed that there will be ten attributes and competencies for each. Finally, each attribute/competency will have five defined levels of proficiency (or attainment) identified.

The process identified shows the influences and outcomes expected in the development and application of this approach. The proposed structure and process are not intended to be unwavering rules for future applications of this approach. The proposed structure and process are being presented to demonstrate the relationships between the categories, competencies, and levels in a uniform manner.

Overview of Established Methodology for Development of the Approach & Model

1. Identify Established Attributes/Competencies Recognized as Being Vital to the Organization
2. Identify External Organizational Attributes/ Competencies Reflective of Industry Standards and Best Practices
3. Propose a Model Structure Based on the Identified Attributes/Competencies
4. Establish Levels Within the Attributes/ Competencies
5. Identify Tools for Development Consistent with the Attributes/Competencies & Respective Layers
6. Link Existing Position Requirements to the Attributes/ Competencies and Respective Levels
7. Perform a Preliminary Gap Analysis/Project Review
8. Establish Criteria for an Automated Tracking & Planning Tool (Future)
9. Establish Criteria for a Program Evaluation Tool (Future)

Combination of Inputs into Targeted Professional Development Approach



PROPOSED FRAMEWORK FOR MODEL

Category I					
Competency/ Attribute	Level 1	Level 2	Level 3	Level 4	Level 5
Cat I-1	Cat I-1a	Cat I-1b	Cat I-1c	Cat I-1d	Cat I-1e
Cat I-2	Cat I-2a	Cat I-2b	Cat I-2c	Cat I-2d	Cat I-2e
Cat I-3	Cat I-3a	Cat I-3b	Cat I-3c	Cat I-3d	Cat I-3e
Cat I-4	Cat I-4a	Cat I-4b	Cat I-4c	Cat I-4d	Cat I-4e
Cat I-5	Cat I-5a	Cat I-5b	Cat I-5c	Cat I-5d	Cat I-5e
Cat I-6	Cat I-6a	Cat I-6b	Cat I-6c	Cat I-6d	Cat I-6e
Cat I-7	Cat I-7a	Cat I-7b	Cat I-7c	Cat I-7d	Cat I-7e
Cat I-8	Cat I-8a	Cat I-8b	Cat I-8c	Cat I-8d	Cat I-8e
Cat I-9	Cat I-9a	Cat I-9b	Cat I-9c	Cat I-9d	Cat I-9e
Cat I-10	Cat I-10a	Cat I-10b	Cat I-10c	Cat I-10d	Cat I-10e

Category II					
Competency/ Attribute	Level 1	Level 2	Level 3	Level 4	Level 5
Cat II-1	Cat II-1a	Cat II-1b	Cat II-1c	Cat II-1d	Cat II-1e
Cat II-2	Cat II-2a	Cat II-2b	Cat II-2c	Cat II-2d	Cat II-2e
Cat II-3	Cat II-3a	Cat II-3b	Cat II-3c	Cat II-3d	Cat II-3e
Cat II-4	Cat II-4a	Cat II-4b	Cat II-4c	Cat II-4d	Cat II-4e
Cat II-5	Cat II-5a	Cat II-5b	Cat II-5c	Cat II-5d	Cat II-5e
Cat II-6	Cat II-6a	Cat II-6b	Cat II-6c	Cat II-6d	Cat II-6e
Cat II-7	Cat II-7a	Cat II-7b	Cat II-7c	Cat II-7d	Cat II-7e
Cat II-8	Cat II-8a	Cat II-8b	Cat II-8c	Cat II-8d	Cat II-8e
Cat II-9	Cat II-9a	Cat II-9b	Cat II-9c	Cat II-9d	Cat II-9e
Cat II-10	Cat II-10a	Cat II-10b	Cat II-10c	Cat II-10d	Cat II-10e

Category III					
Competency/ Attribute	Level 1	Level 2	Level 3	Level 4	Level 5
Cat III-1	Cat III-1a	Cat III-1b	Cat III-1c	Cat III-1d	Cat III-1e
Cat III-2	Cat III-2a	Cat III-2b	Cat III-2c	Cat III-2d	Cat III-2e
Cat III-3	Cat III-3a	Cat III-3b	Cat III-3c	Cat III-3d	Cat III-3e
Cat III-4	Cat III-4a	Cat III-4b	Cat III-4c	Cat III-4d	Cat III-4e
Cat III-5	Cat III-5a	Cat III-5b	Cat III-5c	Cat III-5d	Cat III-5e
Cat III-6	Cat III-6a	Cat III-6b	Cat III-6c	Cat III-6d	Cat III-6e
Cat III-7	Cat III-7a	Cat III-7b	Cat III-7c	Cat III-7d	Cat III-7e
Cat III-8	Cat III-8a	Cat III-8b	Cat III-8c	Cat III-8d	Cat III-8e
Cat III-9	Cat III-9a	Cat III-9b	Cat III-9c	Cat III-9d	Cat III-9e
Cat III-10	Cat III-10a	Cat III-10b	Cat III-10c	Cat III-10d	Cat III-10e

Category IV					
Competency/ Attribute	Level 1	Level 2	Level 3	Level 4	Level 5
Cat IV-1	Cat IV-1a	Cat IV-1b	Cat IV-1c	Cat IV-1d	Cat IV-1e
Cat IV-2	Cat IV-2a	Cat IV-2b	Cat IV-2c	Cat IV-2d	Cat IV-2e
Cat IV-3	Cat IV-3a	Cat IV-3b	Cat IV-3c	Cat IV-3d	Cat IV-3e
Cat IV-4	Cat IV-4a	Cat IV-4b	Cat IV-4c	Cat IV-4d	Cat IV-4e
Cat IV-5	Cat IV-5a	Cat IV-5b	Cat IV-5c	Cat IV-5d	Cat IV-5e
Cat IV-6	Cat IV-6a	Cat IV-6b	Cat IV-6c	Cat IV-6d	Cat IV-6e
Cat IV-7	Cat IV-7a	Cat IV-7b	Cat IV-7c	Cat IV-7d	Cat IV-7e
Cat IV-8	Cat IV-8a	Cat IV-8b	Cat IV-8c	Cat IV-8d	Cat IV-8e
Cat IV-9	Cat IV-9a	Cat IV-9b	Cat IV-9c	Cat IV-9d	Cat IV-9e
Cat IV-10	Cat IV-10a	Cat IV-10b	Cat IV-10c	Cat IV-10d	Cat IV-10e

**Targeted Professional Development Model Project
Presented to the City of Houston**

**Brant Gary
April 2015**

Section 2: Proposed Model for Identified Competencies by Category

The proposed model shows the identified categories along with their corresponding competencies and attributes. This is the basis for aligning the competencies utilizing the different levels and appropriate professional development tools for those levels.

MODEL FRAMEWORK POPULATED BY IDENTIFIED COMPETENCIES AND ATTRIBUTES

Leadership		Core values, attributes, and skills needed to motivate and direct other employees as needed to accomplish higher level goals.				
ID	Competency/Attribute	Level 1	Level 2	Level 3	Level 4	Level 5
L1	Coaching and Mentoring	L1a	L1b	L1c	L1d	L1e
L2	Conflict Resolution	L2a	L2b	L2c	L2d	L2e
L3	Diversity Commitment	L3a	L3b	L3c	L3d	L3e
L4	Employee Development	L4a	L4b	L4c	L4d	L4e
L5	Empowerment and Delegation	L5a	L5b	L5c	L5d	L5e
L6	Judgment/Decision Making/Influence	L6a	L6b	L6c	L6d	L6e
L7	Human Capital Management	L7a	L7b	L7c	L7d	L7e
L8	Problem Solving	L8a	L8b	L8c	L8d	L8e
L9	Creativity, Innovation, and Vision	L9a	L9b	L9c	L9d	L9e
L10	Strategic Planning	L10a	L10b	L10c	L10d	L10e

Personal		The values and evidence of proper judgment needed as it relates to the expectations of the position.				
ID	Competency/Attribute	Level 1	Level 2	Level 3	Level 4	Level 5
P1	Adaptability	P1a	P1b	P1c	P1d	P1e
P2	Public Service Motivation & Awareness	P2a	P2b	P2c	P2d	P2e
P3	Communication (Oral & Written)	P3a	P3b	P3c	P3d	P3e
P4	Cooperation	P4a	P4b	P4c	P4d	P4e
P5	Citizen/Customer Focus & Awareness	P5a	P5b	P5c	P5d	P5e
P6	Dependability/Commitment	P6a	P6b	P6c	P6d	P6e
P7	Ethics and Values	P7a	P7b	P7c	P7d	P7e
P8	Entrepreneurship (Above & Beyond)	P8a	P8b	P8c	P8d	P8e
P9	Teamwork	P9a	P9b	P9c	P9d	P9e
P10	Interpersonal Skills/Emotional Intelligence	P10a	P10b	P10c	P10d	P10e

Credentials		The prerequisites for a position that include educational, professional experience, training courses/certifications, and other relevant items that provide a baseline of knowledge exclusive of specific on-the-job skills and tasks.				
ID	Competency/Attribute	Level 1	Level 2	Level 3	Level 4	Level 5
C1	Professional/Skill Certifications	Edu1	Edu2	Edu3	Edu4	Edu5
C2	Education	Exp1	Exp2	Exp3	Exp4	Exp5
C3	Experience	Cer1	Cer2	Cer3	Cer4	Cer5
C4	Foreign Language	Sec1	Sec2	Sec3	Sec4	Sec5
C5	Security Clearance/Background	Lan1	Lan2	Lan3	Lan4	Lan5
C6	Physical Skills	C6a	C6b	C6c	C6d	C6e
C7	Occupational Licensing	C7a	C7b	C7c	C7d	C7e
C8	Safety Requirements	C8a	C8b	C8c	C8d	C8e
C9	Federal (EEO) Skills Classification	C9a	C9b	C9c	C9d	C9e
C10	Emergency Response Responsibility	C10a	C10b	C10c	C10d	C10e

Technical		The required abilities needed to successfully perform a job. These are skills that are needed to be performed or to provide a background to perform the necessary daily tasks of the position.				
ID	Competency/Attribute	Level 1	Level 2	Level 3	Level 4	Level 5
T1	Administrative Skills	T1a	T1b	T1c	T1d	T1e
T2	Analytical Skills/Cognitive Ability	T2a	T2b	T2c	T2d	T2e
T3	Equipment Skills	T3a	T3b	T3c	T3d	T3e
T4	Fiscal Analysis & Management	T4a	T4b	T4c	T4d	T4e
T5	Acquisition and Application of Job Knowledge	T5a	T5b	T5c	T5d	T5e
T6	Continual Learning	T6a	T6b	T6c	T6d	T6e
T7	Performance Measurement/Tracking	T7a	T7b	T7c	T7d	T7e
T8	Technical/Computer Skills	T8a	T8b	T8c	T8d	T8e
T9	Asset/Technology Management	T9a	T9b	T9c	T9d	T9e
T10	Work Planning and Organization	T10a	T10b	T10c	T10d	T10e

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**Brant Gary
April 2015**

Section 3: Listing of Identified Competencies by Category

The attributes and competencies within the proposed model are listed here for reference by category. The selection process for these items was intended to cover relevant City of Houston (COH) competencies and attributes (including those from the Houston Employee Appraisal & Review (HEAR) program), standard requirements across COH job descriptions, as well as additional competencies & attributes from other entities reflecting industry standards and best practices.

Master List #	Master Competency List	Category
L1	Coaching and Mentoring	Leadership
L2	Conflict Resolution	Leadership
L3	Diversity Commitment	Leadership
L4	Employee Development	Leadership
L5	Empowerment and Delegation	Leadership
L6	Judgment/Decision Making/Influence	Leadership
L7	Human Capital Management	Leadership
L8	Problem Solving	Leadership
L9	Creativity, Innovation, and Vision	Leadership
L10	Strategic Planning	Leadership
T1	Administrative Skills	Technical
T2	Analytical Skills/Cognitive Ability	Technical
T3	Equipment Skills	Technical
T4	Fiscal Analysis & Management	Technical
T5	Acquisition and Application of Job Knowledge	Technical
T6	Continual Learning	Technical
T7	Performance Measurement/Tracking	Technical
T8	Technical/Computer Skills	Technical
T9	Technology/Asset Management	Technical
T10	Work Planning and Organization	Technical
P1	Adaptability	Personal
P2	Public Service Motivation & Awareness	Personal
P3	Communication (Oral & Written)	Personal
P4	Cooperation	Personal
P5	Citizen/Customer Focus & Awareness	Personal
P6	Dependability/Commitment	Personal
P7	Ethics and Values	Personal
P8	Entrepreneurship (Above & Beyond)	Personal
P9	Teamwork	Personal
P10	Interpersonal Skills/Emotional Intelligence	Personal
C1	Professional/Skill Certifications	Credentials
C2	Education	Credentials
C3	Experience	Credentials
C4	Foreign Language	Credentials
C5	Security Clearance/Background	Credentials
C6	Physical Skills	Credentials
C7	Occupational Licensing	Credentials
C8	Safety Requirements	Credentials
C9	Federal (EEO) Skills Classification	Credentials
C10	Emergency Response Responsibility	Credentials

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Section 4: Detailed Descriptions & Levels for Competencies by Category

The selected attributes and competencies are broken out into levels with sources for the competencies and levels identified within each category. Individual item sources listed in this section go beyond the initial references from the competency and attribute selection process. These sources were selected to provide clear definitions and structure for the assigned levels of each competency/attribute.

L1	Coaching and Mentoring	Leadership
Reference(s):	This item represents an application of the "Mentoring/Coaching" competency framework from the European Mentoring & Coaching Council (EMCC). Beyond mere participants, the framework establishes four categories of those conducting these activities. Those categories are Foundation, Practitioner, Senior Practitioner, and Master Practitioner. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	2010 accreditation criteria from the European Mentoring & Coaching Council are utilized.. In addition to the incorporation of the Foundation, Practitioner, Senior Practitioner, and Master Practitioner categories, the guidelines also explore eight categories of capability indicators that stretch across the four categories listed above. Those indicators include: "1. Understanding Self, 2. Commitment to Self-Development, 3. Managing the Contract, 4. Building the Relationship, 5. Enabling Insight and Learning, 6. Outcome and Action Orientation, 7. Use of Models and Techniques, 8. Evaluation"	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Executives who are experienced and expert coaches/mentors who create their own coherent approach drawing on a wide range of models and frameworks • Likely to work with employees using their skills/experience to widen perspectives beyond the current 'issue/context' and stretching learning and development. Involves creating innovative approaches tailored to the requirements of an organization • Actively contributes to raising standards in the organization through activities such as developing models and tools, supervision & education of other coaches and mentors, and guiding the organizational unit
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Managers & developing leaders who draw on a range of models and frameworks. Likely to be working with a range of clients, contexts and organizations • The focus of work is building capacity for progression, managing complex and challenging relationships, working with ambiguity and change. Likely to be working fluidly in the moment, with varied and often complex client issues in demanding contexts
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Supervisors/Managers who may either be working as an internal coach/mentor, use coaching/mentoring as part of their main job, and are likely to be working with a small range of employees • Operates within own area of experience to improve performance, build confidence and stretch capability. Involves a limited range of approaches, tools and processes
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Supervisors with an understanding of the practice of coaching/mentoring and having the core skills of coaching/mentoring and can apply principles as needed • Individuals who may use a limited coaching/mentoring approach within their own field/role and can understand how their coach/mentor role integrates with their vocational roles

L1	Coaching and Mentoring	Leadership
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Supervisors with an understanding of the practice of coaching/mentoring and having the core skills of coaching/mentoring and can apply principles as needed • Individuals who may use a limited coaching/mentoring approach within their own field/role and can understand how their coach/mentor role integrates with their vocational roles
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Participates in coaching/mentoring relationship in a mentee/participatory manner

L2	Conflict Resolution	Leadership
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Conflict Management" in the "Leading People" category. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Conflict Management: Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Leads managers through consensus process on agency's response to controversial issues Resolves conflicts arising at the agency level due to competing objectives, limited resources, or differing perspectives
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Recognizes conflict and takes steps to address issues by meeting with the involved parties Mitigates staff concerns regarding agency-wide issues by investigating allegations and taking appropriate action
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Meets with employees and addresses concerns regarding critical issues in an open and honest manner Takes action to address behavior issues to ensure employees treat each other with respect Manages conflict among team members by utilizing mediation techniques
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Implements changes to ensure work environment is fair and equitable based on employee concerns Ensures employees receive mediation to resolve issues affecting the workgroup Resolves issues by meeting one-on-one with team member
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Addresses concerns by providing accurate information to reduce conflict or concern within workplace Takes action to address issues

L3	Diversity Commitment	Leadership
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Leveraging Diversity" in the "Leading People" category. Modifications were made to conform to the application of related standards, practices, and and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Leveraging Diversity: Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Creates a diverse and inclusive environment after a major reorganization which brings together different cultures, ideas, and experiences Identifies creative approaches for targeted recruiting to develop a representative workforce that benefits from diverse strengths
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Builds a diverse staff with a variety of skills who function effectively to accomplish the mission of the organization Develops a creative initiative focused on recognizing the various dimensions of diversity to encourage inclusiveness in the workplace
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Recognizes and utilizes skills of staff with diverse backgrounds to benefit the organization, clients, and coworkers Addresses and corrects the use of inappropriate language or actions which deride diversity
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Adheres to EEO policies, goals, objectives, and philosophies of valuing diversity in performing everyday duties and responsibilities Builds teams leveraging diverse capabilities of staff
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Attends diversity programs to increase personal awareness Meets with co-workers and/or supervisor to obtain input on diversity issues within workgroup

L4	Employee Development	Leadership
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Developing Others" in the "Leading People" family. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Developing Others: Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Designs and implements opportunities for career development in anticipation of agency restructuring, including mentoring staff and providing training Directs working group to design training programs focused on skills necessary for meeting strategic goals Designs, implements, and communicates leadership development opportunities for staff at all levels in the organization
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Recommends details and developmental assignments to staff based on career interests and work unit needs Recognizes staff potential and guides employees in developing skills by recommending appropriate training and sources of information Works with staff to develop individual development plans addressing employee needs and meeting organizational goals
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Assesses staff and provides timely and consistent feedback regarding technical proficiency and effectiveness Provides constructive feedback, guidance, and reinforcement to employees regarding job performance Works with staff to identify work goals and create individual development plans Evaluates training programs to ensure content meets staff needs
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Encourages employees to participate in mentoring programs and other learning opportunities Pairs new staff with seasoned employees to facilitate understanding of the position and organization Provides orientation to new employees Provides developmental feedback to staff on job performance Involves staff in developing project goals and timelines
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Actively participates in discussions with supervisor regarding feedback on job performance Works with supervisor on developing personal goals and timelines

L5	Empowerment and Delegation	Leadership
Reference(s):	This item represents an application of the levels of empowerment identified by Philip Van Hooser to represent the expectations of empowered employees and the levels of empowerment delegated to the employee by supervisors. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	As submitted by Kevin Burkholder in a 2006 article on Employee Empowerment, Burkholder explains the components and effects of empowerment utilizing the six levels of empowerment established by Leadership consultant Philip Van Hooser. These levels of empowerment are based on his definition of empowerment that says "Empowerment is having the ability to grant your power to someone else." Also referenced is an additional summary of Van Hooser's work as presented by contributor Peggy Hayes.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Employee researches and observes • Employee identifies and takes action • Employee is not required to report to Management
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Employee researches and observes • Employee identifies and takes action • Employee reports action to Management
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Employee researches and observes • Employee identifies and reports intended action • Management gives implied approval • Management retains initial veto authority
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Employee researches and observes • Employee identifies and recommends action • Management makes the decision
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Employee researches, observes, and reports findings as directed • Management makes the decision

L6	Judgment/Decision Making/Influence	Leadership
Reference(s):	This item represents an application of the Office of Personnel Management competency descriptions for "Decisiveness" in the "Results Driven" category along with the same for the "Influencing/Negotiating" item in the "Building Coalitions" category. These items were modified and combined to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Decisiveness Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.	
	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Influencing/Negotiating: Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	Decisiveness <ul style="list-style-type: none"> Uses limited information to solve a variety of complex problems during a crisis situation Solves highly-complex technical, administrative, and policy issues involved in the implementation of new systems and programs by making timely decisions
		Influencing/Negotiating <ul style="list-style-type: none"> Convinces colleagues and management to accept recommendations involving substantive agency resources and changes in established practice Influences external executive decision makers to achieve substantive goals
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	Decisiveness <ul style="list-style-type: none"> Changes course of action despite public support when new information indicates previous strategy would not succeed Makes timely decisions using available information regarding critical fiscal and operational issues
		Influencing/Negotiating <ul style="list-style-type: none"> Negotiates with leaders for changes to reorganization design based on feedback from subordinates Develops plan and convinces high-level agency officials to adopt approach by meeting with officials to explain points Guides a team of experts to provide advice on, and build credibility for, a multi-level negotiation process

L6	Judgment/Decision Making/Influence	Leadership
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<p>Decisiveness</p> <ul style="list-style-type: none"> Decides to redesign current performance appraisal system to better meet organizational needs Makes the decision to solve controversial workplace issues through specific, well-planned measures <p>Influencing/Negotiating</p> <ul style="list-style-type: none"> Develops trust among various parties involved in a negotiation process Persuades manager to change leadership position or approach to better fit a situational need Represents the organization in reaching agreements with other organizations and contractors Obtains union buy-in for a change in working conditions by using open and honest communication and by carefully listening to the union leadership's ideas
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<p>Decisiveness</p> <ul style="list-style-type: none"> Makes sound and timely decisions for a project, team, or work unit Seeks out best practices to make organizational decisions <p>Influencing/Negotiating</p> <ul style="list-style-type: none"> Meets with team leaders to gain buy-in for new direction of division Uses factual information to support own point of view when meeting with team members
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<p>Decisiveness</p> <ul style="list-style-type: none"> Participates as needed in group decision making Makes prompt, appropriate decisions for individual activities and can identify others needed for a decision-making process <p>Influencing/Negotiating</p> <ul style="list-style-type: none"> Explains purpose/importance of job tasks Provides suggestions affecting work performance Justifies request for internal resources to accomplish goals

L7	Human Capital Management	Leadership
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Human Capital Management" in the "Business Acumen" category. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Human Capital Management: Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Redesigns organizational structure to provide improved service to customers by considering organizational goals, timeframes for achieving goals, and staff responsibilities Creates new agency-wide human capital programs and activities to meet strategic objectives Leads task force to analyze agency-wide staffing needs and develops strategy to address recruitment needs Develops new agency-wide incentive program to retain employees with technical expertise
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Develops rewards system to recognize the impact of employee contributions to the organization Identifies creative strategies to recruit employees with the required skills and qualifications, despite having limited resources Identifies mission critical occupations and associated competencies needed to perform organizational functions
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Reviews and updates position descriptions and performance plans Explains restructuring plan to staff and addresses concerns Recognizes employee contributions by rewarding employees publicly
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Recognizes and addresses deficiencies of human resources processes or tools Provides positive feedback to high-performing staff and rewards exceptional performance Considers impact of personnel decisions on current staff
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Makes personal work-related decisions based upon position requirements When appropriate, utilizes peer recognition process to recognize co-workers Provides feedback and data relative to performance goals

L8	Problem Solving	Leadership
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Problem Solving" in the "Results Driven" family. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Problem Solving: Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Improves organizational efficiency by developing, planning, and implementing a multi-tier solution to complex or unprecedented problems Develops and implements a remediation plan restoring stakeholder confidence in a critical agency program
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Synthesizes information from internal and external sources to develop an action plan addressing program issues Addresses systemic barriers inhibiting the achievement of results by forming teams to conduct focus groups and develop solutions
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Reconciles conflicting and/or incomplete information to develop solutions Applies appropriate methodology to discover or identify policy issues and resource concerns
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Addresses routine organizational problems by leading a team to brainstorm solutions Establishes guidelines to clarify complex and/or controversial processes
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Proposes solution to improve customer satisfaction Determines cause of workforce problem and recommends corrective action

L9	Creativity, Innovation, and Vision	Leadership
Reference(s):	This item represents an application of the Office of Personnel Management competency descriptions for "Creativity and Innovation" and "Vision" in the "Leading Change" category. These items were combined and modified to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Creativity and Innovation: Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.	
	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Vision: Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> Devises new methods, procedures, and approaches having agency-wide impact Develops new performance management system aligned with agency vision to measure staff performance Develops, introduces, defends, and gains support for new approaches impacting the entire organization <p>Vision:</p> <ul style="list-style-type: none"> Develops an approach to improve efficiency and effectiveness of the organizational structure by using creative reorganizing concepts Considers various viewpoints from internal and external sources when developing new organizational mission and vision Builds broad coalitions to develop and garner support for shared programs
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> Creates new methods for planning, designing, and carrying out program objectives Organizes and leads cross-divisional work group in developing creative solutions to address problems Creates new units to streamline functions based on workflow analysis <p>Vision:</p> <ul style="list-style-type: none"> Directs and provides guidance to managers to develop long-term strategic plan for the division Educates agency officials about new system and outlines how the long-term benefits align with agency goals Conducts workshop with employees, human resources staff, and customers to build a vision, strategy, and goals for the unit

L9	Creativity, Innovation, and Vision	Leadership
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • Creates a system to redistribute work across units during unexpected situations • Solicits feedback from team members in the creation of new agency initiatives and services • Displays creativity by deviating from traditional methods in developing new procedures • Reevaluates current procedures and suggests improvements <p>Vision:</p> <ul style="list-style-type: none"> • Involves employees and stakeholders in an organizational change process by conducting meetings and providing frequent updates • Acknowledges organizational strengths and develops plan to address areas needing improvement • Communicates vision and mission of new office to employees while incorporating employee feedback for ideas on accomplishing new goals and objectives
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • Creates a new quality control system to monitor unit processes • Uses cutting-edge ideas to develop business unit services • Works with coworkers to coordinate a project using a creative process <p>Vision:</p> <ul style="list-style-type: none"> • Involves staff in setting annual goals to ensure buy-in • Conducts interviews with staff to ascertain organization's needs • Conveys vision of agency to staff and stakeholders
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • Recognizes creativity in work unit • Considers innovative ideas generated by others <p>Vision:</p> <ul style="list-style-type: none"> • Participates in meetings to address concerns • Works towards goals consistent with workgroup vision

L10	Strategic Planning	Leadership
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Strategic Thinking" in the "Leading Change" category. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Strategic Thinking: Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Anticipates a demographic change in society and establishes a vision to effect change through formulation and implementation of objectives and priorities Designs approaches and procedures to develop a strategic plan supporting key national goals and objectives
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Leads and directs a strategic planning team to address and outline the future direction of an organization Establishes strategic performance measures to allow the organization to continually assess and adjust program direction Conducts review of the agency's core mission and gathers information from relevant sources to support development of a strategic plan
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Proposes strategic planning-related items such as policies, organizational changes, etc. by determining target audience, building coalitions with the appropriate population, and developing a budget Considers customer needs and trends in the development of strategic planning activities
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Implements strategic objectives and develops metrics to assess attainment of work unit goals Develops project teams and staffing plans based on consideration of strategic objectives Ensures team objectives are consistent with strategic plan
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Participates with others in consideration of strategic objectives as requested Ensures individual approaches are consistent with strategic plan as directed

T1	Administrative Skills	Technical
Reference(s):	This item represents an application of the detailed administrative functions as shown in the classifications and hierarchy for the administrative skills within the classification descriptions identified in the The National Occupational Classification published in 2011 by the Canadian government.	
Resource(s) Utilized:	For the competency levels below, the administrative skills expected are as they correspond to the various position groups identified in The National Occupational Classification published in 2011 by the Canadian government. The different administrative functions below were selected in an attempt to find the most generic examples for the levels identified. Specific requirements relative to specific job titles may be utilized as needed. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Executive Administrative Skills & Responsibilities • 00 – Senior Management Occupations • 0012 – Senior government managers and officials <ul style="list-style-type: none"> ◦ Establish objectives for the organization in accordance with government legislation and policy, formulate or approve and evaluate programs and procedures alone or in conjunction with senior government committees ◦ Advise elected representatives on policy questions and refer major policy matters to these representatives for final decision ◦ Recommend, review, evaluate and approve documents, briefs and reports submitted by middle managers and senior staff members ◦ Ensure appropriate systems and procedures are developed and implemented to provide budgetary control ◦ Co-ordinate department activities with other senior government managers and officials ◦ Make presentations to legislative and other government committees regarding policies, programs or budgets
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Advanced Administrative Skills & Responsibilities • 01-05 – Specialized middle management occupations • 0114 Other administrative services managers <ul style="list-style-type: none"> ◦ Plan, organize, direct, control and evaluate the operations of a department providing a single administrative service or several administrative services ◦ Direct and advise staff engaged in providing records management, security, finance, purchasing, human resources or other administrative services ◦ Direct and control corporate governance and regulatory compliance procedures within establishment
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Intermediate/Supervisory Administrative Skills & Functions • 12 – Administrative and financial supervisors and administrative occupations • 1221 – Administrative and financial supervisors and administrative occupations <ul style="list-style-type: none"> ◦ Oversee and co-ordinate office administrative procedures and review, evaluate and implement new procedures ◦ Establish work priorities, delegate work to office support staff, and ensure deadlines are met and procedures are followed ◦ Carry out administrative activities associated with training and development

T1	Administrative Skills	Technical
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Basic Administrative Skills & Functions • 14 – Office Support Occupations • 1411 – General office support workers • General office support workers perform some or all of the following duties: <ul style="list-style-type: none"> ◦ Prepare correspondence, reports, statements, forms, presentations, applications and other documents from notes or dictation ◦ Respond to telephone, in person or electronic enquiries or forward to appropriate person ◦ Provide general information to staff, clients and the public regarding company or program
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Incidental Administrative Skills /No Primary Administrative Functions • 72-76 – Trades, Transport & Equipment Operators, and Related Occupations ◦ Read blueprints or work order specifications to determine layout and installation procedures

T2	Critical Thinking Skills/ Cognitive Ability	Technical
Reference(s):	This item represents an application of the rubric for the Critical Thinking Skills competency description from the University of Charleston. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The competency model from the Univ. of Charleston bases the levels of proficiency for Critical Thinking Skills on degrees of the following three categories: 1.) Attitude: Employee demonstrates an attitude of intellectual inquiry, 2.) Process: Employee demonstrates information literacy, and 3.) Metacognition: Employee demonstrates critical, analytical, and reflective thinking skills	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Exemplary A - Considers facts related to different perspectives, Goes beyond assignment/job scope to explore related issues, Optimally applies information/sources to assignment/job P - Identifies main issues and all subordinate and related issues, Integrates appropriate sources and relevant information, Addresses all relevant implications of information, Uses information ethically M - Integrates self-examination throughout process, Analyzes reason behind specific thought processes, Develops improvement plan for thought processes
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Proficient A - Identifies and supports facts, Identifies related issues, All information/sources used are appropriate to the assignment/job P - Identifies main issues and most subordinate and related issues, Applies all information and sources critically, Addresses most implications of information, Uses information ethically M - Applies self-examination of processes, Considers reasoning behind thought processes, Considers specific options to improve thought processes
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Acceptable A - Seeks objective, substantiated facts, Demonstrates intellectual curiosity throughout assignment, Applies most information/sources appropriately P - Determines the extent of information needed, Evaluates information/sources critically, Identifies implications of information, Uses information ethically M - Identifies own thought processes, Identifies rationale behind specific thought processes, Reflects on how to improve thought processes

T2	Critical Thinking Skills/ Cognitive Ability	Technical
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Emerging A - Uses facts only to support own perspective, Demonstrates intellectual curiosity to only a portion of assignment, Uses sources indiscriminately P - Gathers some related information, but includes irrelevant information as well, Sporadically evaluates sources and aspects of sources, Partially recognizes implications of information, Uses information ethically M - Incomplete identification of thought processes, Identifies incorrect or limited reasoning behind thought processes, Incomplete or incorrect reflection to improve thought processes
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Either Not Applicable or Insufficient A - Disregards or sets facts aside, Indifference of interest in assignment, Uses no sources other than immediate direction P - Lacks awareness of information needed, Accepts information sources indiscriminately, Fails to recognize or ignores implications of information, Uses information without ethical considerations M - Little to no consideration of thought processes, Does not identify reason behind specific thought processes, No reflection evident/required

T3	Equipment Skills	Technical
Reference(s):	Application of standards, practices, and/or policies inherent to the City of Houston. The operation, management, and support of work tasks associated with the levels of equipment are broken out accordingly.	
Resource(s) Utilized:	The City of Houston Equipment Worker Matrix provides guidance for Operational, Support, or Management tasks associated with the appropriate levels of equipment	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Executive/Upper Management level tasks in determining policy, procurement, and operational decisions along with performance related expectations for equipment utilized
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Tasks associated with the equipment designated for the Equipment Operator IV classification and below (can include other positions requiring EO-IV status) Includes mid-level management duties associated with all equipment utilized by the operational group
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Tasks associated with the equipment designated for the Equipment Operator III classification and below Includes high-level administrative support tasks and entry level supervisory duties associated with all equipment utilized by the operational group (assumes no day-to-day equipment operation below this level)
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Tasks associated with the equipment designated for the Equipment Operator II classification and below Administrative support tasks associated with all equipment utilized by the operational group
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Tasks associated with the equipment designated for the Equipment Operator I classification Includes other positions having no required support, management, or operational job junctions related to equipment in the matrix.

T4	Fiscal Analysis & Management	Technical
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Financial Management" in the "Business Acumen" category. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Financial Management: Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Designs and implements an agency-wide financial management system to meet organizational objectives Develops agency-wide financial procurement procedures and policies Audits major acquisitions having agency-wide impact, presents findings, and recommends corrective actions
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Develops and implements new procurement system to support agency program within time and budgetary constraints Ensures financial commitments and deadlines are met by facilitating and assessing processes, situations, and issues and takes corrective action, as needed Considers implications of financial decisions and suggests methods for meeting needs of staff and the organization overall Develops, justifies, and manages organization- wide budgets for annual projects and programs
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Conducts research to determine resource needs and guides the procurement process to acquire resources Conducts a cost-benefit analysis to develop sound financial plans with programmatic impact Follows established guidelines and procedures to ensure approval of funding for key initiatives Prepares and monitors office's annual operating budget Justifies requested budget allocation to management in relation to program objectives Allocates program budget across multiple projects
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Makes recommendations for budgetary and fiscal considerations for the operational group Compiles data and prepares reports to meet financial management/tracking requirements
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Complies with inventory/fiscal controls as required for reporting and usage Monitors supplies and/or expenditures for projects/work performed

T5	Acquisition and Application of Job Knowledge	Technical
Reference(s):	This item represents a combined application of the Knowledge Competencies model from the State of Washington's Human Resources Office along with the generic Competencies Proficiency Scale from the Human Resources office of the National Institute of Health located within the U.S. Dept. of Health & Human Services. For the competency levels below, the job knowledge expectations are established in order to establish a breakout among the proficiency levels established. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston. This competency accounts for specific requirements of job functions and their application.	
Resource(s) Utilized:	The Knowledge Competencies model from the State of Washington's Human Resources Office provides a structure for different levels and classifications related to the acquisition and application of job knowledge. Knowledge refers to the practical or theoretical understanding of a subject. Knowledge requirements are described in terms of mastery levels. The descriptions in the document outline mastery levels for the following job types: Professional Positions, Clerical and Administrative Positions, and Managerial Positions.	
	The Competencies Proficiency Scale utilized was developed from the Human Resources office of the National Institute of Health located within the U.S. Dept. of Health & Human Services Office. It categorizes competency requirements by levels to include: Not Applicable, Fundamental Awareness, Novice, Intermediate, Advanced, and Expert. Since this is a generic competency scale, it is being applied to job knowledge in general.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Employee is an expert in this profession/ job area. Employee can provide guidance, troubleshoot and answer questions related to this area of expertise and the field where the skill is used. Includes in-depth knowledge of overall organizational structure, external/internal stakeholders/influence, and governance. • Focus is strategic relative to the entire organization • Employee demonstrates excellence in applying professional knowledge across multiple projects and/or organizations • Employee is considered a primary authority for the operational areas of responsibility internal to the organization and/or for outside organizations • Employee can guide the development of applications for and/or lead the development of reference and resource materials for the organization • Employee can communicate relevant process elements and issues for the organization and trends in sufficient detail during discussions and presentations with internal and external colleagues, organizations, stakeholders, etc.
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Includes additional/high-level knowledge of a relevant trends, business processes, standard practices, research, etc. In addition, has expert knowledge for standards and practices of resource management, administrative management, and the authorizing environment. Knowledge is typically used to create new strategies, standards, and processes. • Focus is on broad organizational/professional issues • Employee consistently provides practical/relevant ideas and perspectives on process or practice improvements which may easily be implemented; • Employee can serve as a primary resource to others in the application of job skills by translating complex nuances relating to the areas of responsibility into easy to understand terms • Employee participates in senior level discussions regarding areas of responsibility • Employee can guide the development of reference and resource materials

T5	Acquisition and Application of Job Knowledge	Technical
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Includes additional, in-depth knowledge of best practices and generally accepted professional standards. Knowledge is typically used to determine the best approach to solving moderately complex issues or problems. Focus is on applying and enhancing knowledge/skills Employee understands and can discuss the application and implications of changes to processes, policies, and procedures in this area. (If applicable): Includes additional, in-depth knowledge of advanced employee performance management standards and practices Employee can assist in the development of reference and resource materials for the operational area
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Knowledge of related equipment and software, processes, techniques, and professional standards. Knowledge is gained through training and experience and is typically used in routine work. Focus is on developing through on-the-job experience Employee understands and can discuss terminology, concepts, principles, and issues related to their job Effectively utilize reference and resource materials (If applicable) Knowledge of basic employee performance management standards and practices
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Knowledge of a profession's basic principles, rules, equipment, and/or software. Knowledge is typically used in standardized processes. Focus is on learning

T6	Continual Learning	Technical
Reference(s):	This item represents a modified application of the Office of Personnel Management competency description for "Continual Learning" in the "Fundamental Competencies" category. Modifications, including the combining of levels 1 and 2, were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Continual Learning: Assesses and recognizes own strengths and weaknesses; pursues self-development.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Engages in systematic, self-directed training and development activities aligned with the strategic needs of the agency • Applies what is learned in training to produce a major positive impact for the agency
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Completes leadership development program including training, coaching, and mentoring opportunities and applies key learnings • Arranges and completes rotational assignment meeting own developmental goals and aligning with organizational strategies
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Completes human capital training required for managers and applies key learnings • Recognizes areas needing improvement and takes training to increase skills
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Solicits periodic feedback to continually improve quality of own work • Visits other work sites to gain understanding of staff functions and daily tasks • Attends conferences/training sessions to maintain technical knowledge • Recognizes opportunities for self-development
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Actively participates in organization provided/sponsored training programs as needed/required • Participates in any learning/development planning with supervisor

T7	Performance Measurement/Tracking	Technical
Reference(s):	This item represents an application of the principles of performance measurement as demonstrated in the U.S. Department of Energy's Performance-Based Management Handbook. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The U.S. Department of Energy's Performance-Based Management Handbook provides these principles of performance measurement. These include the "relationship of performance measurement to organizational operations, presenting topics such as performance linking, tying into departmental systems, and coordinating performance measures" as shown in the manual provide various levels of responsibility for creating a successful performance management system. The process map for this effort identifies some of the major responsibilities involved. In addition, supporting documentation throughout the handbook provides specific items for consideration.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Establishing, Maintaining, and Promoting a Performance-Based Management Program Directing and overseeing alignment of performance measurement in line with organizational goals Primary champion(s) of the cause
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Directing the integration of an established Performance Measurement System within operational areas Reviewing reports and making recommendations and/or providing direction for modification of reporting requirements Responsible for the integrity of the data produced and reported
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Using performance information to recommend operational improvements Establishing accountability for performance and data integrity Compiling data and preparing organization-wide reports
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Analyzing, reviewing, and reporting performance data Solicits feedback from employees and management regarding measurement/tracking activities to ensure quality data
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Performs tasks to be measured Collects information relative to tasks performed as needed

T8	Technical/Computer Skills	Technical
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Technical Credibility" in the "Results Driven" category. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Technical Credibility: Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Serves as expert consultant to external managers on complex and controversial matters Uses expert knowledge in subject matter area to develop new approaches to resolve technical problems
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Provides expertise in technical subject area to an organization or team Develops technical portions of agency guidelines for internal and external use Evaluates, incorporates, and communicates the latest developments in specialty area through agency guidelines and criteria Provides technical expertise in the design and implementation of agency-wide projects
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Resolves technical issues promptly by determining and correcting problems Advises staff on solutions to complex problems, projects, or programs Uses technical expertise to identify and resolve conflicts between theories, procedures, requirements, regulations, and policies
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Provides staff with feedback and support on technical issues Makes technically sound recommendations to develop effective work products
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Interacts with others as needed to understand technical aspects of job duties Gathers technical information from internal and external sources as necessary

T9	Asset/Technology Management	Technical
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Technology Management" in the "Business Acumen" category. In addition, the "Levels of Asset Management" guidelines from The Institute of Asset Management were also utilized. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	<p>The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Technology Management: Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.</p> <p>The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for The referenced diagram from the Institute of Asset Management shows the levels of an asset management system consistent with the "typical priorities and concerns" for the development of such a system. This model also demonstrates "the need for layered integration of what needs to be done."</p>	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Corporate/ Organization asset management (involves the "whole" of the organization) Involves setting and disseminating organizational strategic goals concerning management of assets Prioritizes and approves agency investment in information technology (IT) applications and systems Identifies IT system shortcomings, researches options, and advocates a redesign and restructure of the process to implement new system Reforms infrastructure and develops innovative IT business systems by leveraging expert IT knowledge and sharing information with staff
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Manage a portfolio of assets (across a functional area of the organization) Capital investment optimization and sustainability planning Improves ability of agency to gather and act on data from stakeholders by researching, promoting, and implementing related IT tools Improves agency productivity by expanding the use of existing IT applications for use by stakeholders and staff
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Manage systems of assets (across an operational area) Identify and report sustained performance, cost and risk optimization Applies knowledge of IT resources to ensure access to, and security of, the system Uses knowledge of IT resources to streamline data collection processes and increase output Manages the implementation of a new IT resource within the agency Adapts processes to keep pace with new technological developments
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Manage individual assets Optimize life cycle activities Works with contractors to implement an IT system change Researches information technology systems to meet specific program needs
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Utilize assets in line with identified asset management principles Report any feedback as needed Uses IT resources to accomplish organizational goals

T10	Work Planning and Organization	Technical
Reference(s):	This item represents an application of the Planning, Organizing, and Coordinating for the Interpretive Guide of this competency from the British Columbia's Department of Public Service. This includes four levels of identified behavior which are incorporated below. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The British Columbia's Department of Public Service's Interpretive Guide for the Planning, Organizing, and Coordinating lists levels of behavior and has the competency defined as follows: Competency involves proactively planning, establishing priorities and allocating resources. It is expressed by developing and implementing increasingly complex plans. It also involves monitoring and adjusting work to accomplish goals and deliver to the organization's mandate.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Guides Organizational Planning Efforts Demonstrates an in-depth understanding of the relationships between organizations and takes timely, strategic actions in facilitating groups and diverse areas working together effectively. Demonstrates a strong understanding of the relationships among various components of large-scale programs that cut across groups, organizing them so that resources are used most effectively. Directs and presents organization-wide planning expectations and goals
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Helps Groups Plan, Organize and Coordinate their Work Effectively Develops and implements efficient work plans for complex projects. Establishes measures to assess progress against the plan. Is prepared for, anticipates, and effectively deals with problems and roadblocks.
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Develops and Implements Plans for Complex Projects Develops operational goals and plans along with contingencies. Recognizes problems, takes corrective/preventive action and keeps people informed of plans, progress, and decisions. Adjusts the plan appropriately and takes initiative to follow through rather than wait for problems to arise.
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Prioritizes and Develops Plans for Other's Work Organizes and coordinates the allocation of staff, funds, technology, process and facilities. Analyzes and interprets operational goals and develops supporting objectives. Monitors and evaluates the impact of the project on others and effectively communicates at appropriate stages. Develops workplans considering the workgroup's objectives, responsibilities, accountabilities, timelines and resources.
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Prioritizes Own Work Efficiently uses time and completes tasks/projects on time through the routine planning of own work and organization of resources. Keeps appropriate people informed on progress of tasks/projects.

P1	Adaptability	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Flexibility" in the "Leading Change" category. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Flexibility: Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Implements a successful action plan after a major organizational change Prioritizes, considers alternatives, and responds quickly and effectively to unexpected and rapidly changing conditions
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Adjusts organizational priorities quickly as situations change Shifts agency goals and initiatives to align with administration and Congressional priorities
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Realigns resources to meet changing customer needs Takes feedback into consideration while implementing organizational change
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Uses staff feedback to streamline processes in order to meet deadlines Adjusts project plan based on input from staff and stakeholders
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Participates in meetings to adjust and coordinate schedules and resources as needed Adjusts personal work habits based on feedback and work load priorities

P2	Public Service Motivation & Awareness	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency descriptions for "Public Service Motivation" in the "Fundamental Competencies" category along with the same for the "Political Savvy" item in the "Building Coalitions" category. These items were modified and combined to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Public Service Motivation: Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.	
	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Political Savvy: Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	Public Service Motivation: <ul style="list-style-type: none"> Designs and develops programs to address critical community requirements Elicits employees' commitment to serve the public good in responding to the needs and desires of the public
		Political Savvy: <ul style="list-style-type: none"> Understands political issues and effectively works with elected officials to receive approval Leads reorganization of an agency by meeting with stakeholders to understand perspectives and reach consensus on organization-wide plan Responds to concerns presented during public meetings
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	Public Service Motivation: <ul style="list-style-type: none"> Partners with community leaders to develop neighborhood action plans Cultivates relationships with community stakeholders to validate usefulness of proposed products and services
		Political Savvy: <ul style="list-style-type: none"> Ensures staff understands documentation and required metrics to analyze political issues Meets with community leaders to discuss political issues and address concerns Establishes a clear vision for the organization by meeting with managers agency-wide to ensure initiatives are understood Addresses controversial political issues by conducting research and considering best practices

P2	Public Service Motivation & Awareness	Personal
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<p>Public Service Motivation:</p> <ul style="list-style-type: none"> Approves funding documentation in accordance with procedures to ensure public resources are utilized appropriately Improves processes used to monitor contractors and vendors for supplies, services, and/or equipment to ensure government fund are expended appropriately <p>Political Savvy:</p> <ul style="list-style-type: none"> Evaluates political implications by considering different courses of action on a key issue Meets with key decision makers to ensure approval of new initiatives
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<p>Public Service Motivation:</p> <ul style="list-style-type: none"> Reviews unit's policies and procedures on a regular basis to ensure they are consistent with public needs Determines community needs by surveying citizens Considers impact of collective bargaining when addressing employee performance expectations <p>Political Savvy:</p> <ul style="list-style-type: none"> Addresses normal operational issues that may be politically sensitive in nature Understands the role of City staff and elected officials as it relates to his/her position
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<p>Public Service Motivation:</p> <ul style="list-style-type: none"> Responds to inquiries from the public about agency activities/policies or refers questions to the appropriate person Understands the ways the public can provide feedback regarding activities and policies <p>Political Savvy:</p> <ul style="list-style-type: none"> Considers collective bargaining/chain of command when addressing/reporting issues and concerns Considers policies and procedures when addressing/reporting operational concerns

P3	Communication (Oral & Written)	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency descriptions for "Oral Communications" and "Written Communications" in the "Fundamental Competencies" category. These items were modified and combined to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Oral Communication: Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.	
	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Written Communication: Writes in a clear, concise, organized, and convincing manner for the intended audience.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	Oral Communication: <ul style="list-style-type: none"> Presents complex information articulately when meeting with key executives or public officials regarding a high-visibility issue Testifies before Congress on a catastrophe's or significant issue's impact on the agency's responsibilities and requirements Communicates sensitive information of broad organizational impact on topics without precedence
		Written Communication: <ul style="list-style-type: none"> Writes, reviews, and publishes advanced research findings and guidelines to be made available to other groups and agencies Writes white paper on key agency objectives for use by high-level officials
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	Oral Communication: <ul style="list-style-type: none"> Conducts presentations and briefings for high-level agency officials Presents, explains, and defends agency positions and proposals to staff and stakeholders
		Written Communication: <ul style="list-style-type: none"> Writes complex technical reports using clear terminology and a concise format for use by high-level decision makers Reviews technical reports, edits materials, and provides suggestions to improve clarity while ensuring documents are targeted to the intended audience

P3	Communication (Oral & Written)	Personal
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<p>Oral Communication:</p> <ul style="list-style-type: none"> Communicates with committee regarding necessary actions and suggested approaches to accomplish committee objectives Conveys information clearly and concisely to ensure staff or team members remain focused on agenda items Explains benefits to stakeholders to gain acceptance of programmatic change Presents information, analyses, and recommendations to officials and stakeholders <p>Written Communication:</p> <ul style="list-style-type: none"> Develops documents outlining agency mission and goals for use by the local community Writes reports and position papers outlining various viewpoints on controversial subjects Summarizes recommendations made in periodic reports
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<p>Oral Communication:</p> <ul style="list-style-type: none"> Communicates effectively with staff by conducting regular meetings to discuss initiatives and current events Explains and clarifies policy to affected parties Provides status updates to management team during quarterly division meeting Communicates agency goals and initiatives to staff in a clear and concise manner Communicates information regarding organizational changes to staff Listens actively to staff ideas and concerns regarding work-related issues <p>Written Communication:</p> <ul style="list-style-type: none"> Writes daily briefs or guidelines to ensure employees are provided with updated information Develops press releases to ensure important issues are addressed Drafts checklist to track project status
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<p>Oral Communication:</p> <ul style="list-style-type: none"> Updates supervisors on project status Listens actively to supervisors and co-workers concerning job goals and activities <p>Written Communication:</p> <ul style="list-style-type: none"> Relays information through channels as needed Completes checklist/other reports to track work status

P4	Cooperation	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Partnering" in the "Building Coalitions" category. In addition, items from the "Working With Others" competency established by the Employment and Social Development Canada extension of the Canadian government. These items were modified and combined to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Partnering: Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.	
	The Working with Others competency as identified by the Employment and Social Development Canada extension of the Canadian government. examines the extent to which employees work with others to carry out their tasks.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Develops, publicizes, and garners support for programs and policies by meeting with key officials, executives, unions, employees, and other interested parties Partners with key officials from various offices and organizations to develop strategic goals
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Collaborates with headquarters, regional offices, and key stakeholders to implement new initiatives Partners with various parties by sharing information and resources across multiple levels to establish new programs
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Builds consensus with partners by considering input and promoting trust between various parties Gains support from key leaders and staff within the organization to ensure support for work objectives and team initiatives Coordinates with partners regarding new strategies to ensure consistent communication with agencies Ensures future partnerships by developing strong relationships and resolving issues with partners
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Considers stakeholder input when developing strategies to ensure mutually agreeable initiatives Coordinates with various agencies to plan and conduct annual events Coordinates across and within organizations to determine required resources to support goals Works with a team of managers or employees across agencies to address mutual issues and concerns
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Meets regularly with peers and supervisors to discuss and identify recurring issues Develops and maintains network of stakeholders for collection and sharing of information Meets with peers and supervisors to discuss plans to implement identified goals

P5	Customer/Public Focus & Awareness	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency descriptions for "Customer Service" in the "Results Driven" category and "External Awareness" in the "Leading Change" category. These items were modified and combined to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Customer Service: Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.	
	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for External Awareness: Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<p>Customer Service:</p> <ul style="list-style-type: none"> Develops innovative customer service initiative which significantly improves quality and enhances customer satisfaction Implements organization-wide customer service initiative to raise employee skill levels to improve customer service <p>External Awareness:</p> <ul style="list-style-type: none"> Examines and utilizes best practices to build an organizational infrastructure Develops programs taking into account multiple, diverse views and needs of other agencies or external organizations
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<p>Customer Service:</p> <ul style="list-style-type: none"> Anticipates growing customer needs and expectations to continuously improve product development and service delivery Creates work group consisting of stakeholders and neutral parties to develop solutions to customer service barriers <p>External Awareness:</p> <ul style="list-style-type: none"> Provides policy advice to officials which are consistent with local, national, and international policies and trends Reflects industry best practices in the development of agency-wide policies and procedures

P5	Customer/Public Focus & Awareness	Personal
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<p>Customer Service:</p> <ul style="list-style-type: none"> • Designs and implements guidelines to improve products and services • Develops customer satisfaction surveys, analyzes results, and makes necessary improvements • Addresses customer service deficiencies by involving employees to identify solutions <p>External Awareness:</p> <ul style="list-style-type: none"> • Considers the impact of a shift in programmatic direction to meet the needs of local and national customers • Synthesizes complex information gathered from a variety of external sources and disseminates it to staff
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<p>Customer Service:</p> <ul style="list-style-type: none"> • Develops guides and user manuals for customers • Ensures products and services comply with customer requirements • Streamlines procedures based on customer feedback <p>External Awareness:</p> <ul style="list-style-type: none"> • Gathers and summarizes information to predict stakeholder views on a new policy • Considers external policies and trends when reviewing correspondence, reports, and policy documents
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<p>Customer Service:</p> <ul style="list-style-type: none"> • Addresses customer-related questions in a timely manner • Provides information as appropriate for service delivery activities and changes <p>External Awareness:</p> <ul style="list-style-type: none"> • Keeps up-to-date by attending key internal meetings and those hosted by other agencies or organizations • Reviews information available regarding developments in other parts of the organization

P6	Dependability/Commitment	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency descriptions for "Accountability" in the "Results Driven" category and "Resilience" in the "Leading Change" category. These items were modified and combined to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Accountability: Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.	
	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Resilience: Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<p>Accountability:</p> <ul style="list-style-type: none"> Revises and communicates to employees' expectations and methods for achieving results in light of failed or delayed agency-level project Administers and provides oversight of a new complex procedure which delegates responsibility for compliance to various agencies or parties Accomplishes cultural change of accountability among staff by defining roles and responsibilities to ensure agency goals are met <p>Resilience:</p> <ul style="list-style-type: none"> Defends current policy to high-level officials by explaining legal ramifications of suggested changes and the potential impact of legal action on the organization Demonstrates persistence when providing rationale to staff during times of significant organizational change
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<p>Accountability:</p> <ul style="list-style-type: none"> Provides and promotes position information across divisions to educate staff on respective duties, performance expectations, and consequent impact on accomplishment of agency goals Holds staff accountable for new performance standards and expectations by taking action with employees not meeting standards <p>Resilience:</p> <ul style="list-style-type: none"> Responds to setbacks by developing alternative approaches to determine the best course of action Maintains unit's effectiveness, quality, and morale during organizational change Cultivates internal and external stakeholder relationships to develop strategies and contingencies for implementing projects

P6	Dependability/Commitment	Personal
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<p>Accountability:</p> <ul style="list-style-type: none"> Implements new guidelines and procedures mandated by the City Accepts responsibility when missed deadlines affect major project outcome Develops and implements internal controls for pilot program to manage potential barriers to implementation <p>Resilience:</p> <ul style="list-style-type: none"> Perseveres on project despite changing objectives, deliverables, and deadlines Develops strategies using existing resources for achieving objectives following budget cuts
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<p>Accountability:</p> <ul style="list-style-type: none"> Investigates claims of employee violations and encourages staff to take responsibility for actions Outlines goals and assesses workgroup progress towards goal achievement Plans and researches safety issues and contacts agency to ensure safety standards are fully utilized Distributes workload among staff to ensure staff meet key deliverables <p>Resilience:</p> <ul style="list-style-type: none"> Meets with employees resistant to organizational change to address concerns Maintains composure and direction in high- pressure situations Accepts negative feedback in a constructive manner and adjusts behavior accordingly
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<p>Accountability:</p> <ul style="list-style-type: none"> Maintains confidentiality of sensitive information Works with supervisor and co-workers to ensure responsibilities are completed Meets as needed to review progress of work plans Follows written policies and procedures to ensure individual compliance <p>Resilience:</p> <ul style="list-style-type: none"> Makes necessary changes to work production based on direction received Continues work activities despite minor difficulties that may arise

P7	Ethics and Values	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Integrity/Honesty" in the "Fundamental Competencies" category. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Integrity/Honesty: Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Promotes a climate of openness and honesty and does not penalize responsible dissent Does not acquiesce to inappropriate personal requests for favors, political pressure, or promise of gain Displays fortitude to support ethical actions that may negatively impact self or stakeholders
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Instills a climate of trust by admitting own mistakes and taking responsibility for one's actions Discusses potential ethical problems and wrongdoing with employees and responds appropriately
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Communicates honestly with employees regarding potential changes affecting the organization to ensure staff are treated fairly Investigates issues and takes corrective action, as appropriate
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Provides staff with accurate information about the vision of the agency and outlines changes in an upfront manner Remains fair and objective when determining skill set needed for projects to select effective team members
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Establishes open and honest communication with supervisors and co-workers Addresses concerns in a confidential and respectful manner

P8	Entrepreneurship/Initiative (Above & Beyond)	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Entrepreneurship" in the "Results Driven" category as well as the "Initiating Action" competency as defined by Harvard University's Competency Dictionary. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Entrepreneurship: Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.	
	Harvard University Competency Dictionary- Initiating Action: Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Assesses customer needs and develops innovative products and services to address recommendations Implements an innovative strategic campaign to accomplish agency goals
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Takes calculated risks by creating new and innovative business lines Conducts research and develops business proposals resulting in a high return on investment
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Creates a new product, service, or policy based on requirements submitted by users Makes recommendation to invest in emerging technologies to produce new products
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Identifies concepts for new programs, products, or services Seeks feedback for new products or services based on customer needs
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Considers current guidelines when approaching a new task Provides feedback/suggestions when approaching a new task or reviewing a previous task

P9	Teamwork	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Team Building" in the "Leading People" category. Modifications were made to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Team Building: Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation among members to accomplish group goals.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Leads a team to address controversial agency-wide operational and policy issues Inspires interagency team to accomplish long-term strategic goals
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Promotes cohesiveness of a team by defining roles and responsibilities of each team member and establishing overall objectives Leads teams to implement programs and interact with internal/external representatives Motivates organization-wide team by assigning work based on team member skill level and area of interest
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Includes entire team in decision-making process when developing mission and goals for the division Creates senior-level teams to design and implement requirements for new systems and procedures Leads team from various organizational units to create new systems or processes
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Encourages staff to share skills and abilities within work group to facilitate completion of challenging tasks Forms teams to identify and address agency concerns Informs team members of issues requiring resolution and considers input
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Works with team to implement operating procedures within agency Provides suggestions to improve group dynamics

P10	Interpersonal Skills/ Emotional Intelligence	Personal
Reference(s):	This item represents an application of the Office of Personnel Management competency description for "Interpersonal Skills" in the "Fundamental Competencies" category along with inclusion of "Emotional Intelligence" as presented in a model associated with Project Management. These items were modified to conform to the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	<p>The Office of Personnel Management's "Proficiency Levels for Leadership Competencies" entry for Interpersonal Skills: Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.</p> <p>A modified version of the Emotional Intelligence model from <i>Emotional Intelligence for Project Managers</i> by Anthony C. Mersino proposes 5 categories associated with Project Management applicable to the City of Houston work environment: 1.) Self-Awareness, 2.) Self- Management, 3.) Social Awareness, 4.) Relationship Management, and 5.) Team Leadership.</p>	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Team/Organizational Leadership Interacts with public interest groups with opposing viewpoints while conducting the organization's work Is consistently open and approachable when resolving highly sensitive and complex issues
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Relationship Management Treats individuals from all levels of the agency with courtesy and sensitivity Meets with staff and listens to their perspective on organizational policies and procedures
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Social Awareness Makes self accessible to employees at all levels Corrects employee mistakes in a courteous manner
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Self-Management Shows employees empathy and respect Welcomes new employees into organization by explaining mission and agency goals
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Self-Awareness Interacts with others in a tactful manner Responds to co-worker/supervisor inquiries

C1	Professional/ Skill Certifications	Credentials
Reference(s):	Application of standards, practices, and/or policies inherent to the City of Houston. Basic requirements and definitions from the U.S. Department of Labor are also considered.	
Resource(s) Utilized:	U.S. Department of Labor Employment and Training Administration – Credential Resource Guide	
	Barnhart, Phillip A. <i>The guide to national professional certification programs</i> . Amherst, MA Boca Raton, FL: HRD Press CRC Press, 1997.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Certification: As Needed/Available Demonstrated/Documentable mastery of a certification requirement above and beyond typical certification classifications Can include achievement of qualifications necessary to formally teach a certification program Additional/Continuing education requirements are usually associated
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Type 3 Certification: Profession-Wide Includes professional certification offered by a professional society or other entity that is transferrable to other places where a certified professional might work. Typically requires a continuing education requirement and minimum academic achievements
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Type 2 Certification: Item Specific Certifications Certification is product/program/ equipment specific and portability is limited to those organizations that use that particular product/program/equipment. May require updates as necessary relative to item changes or other time-based requirements
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Type 1 Certification: Corporate/Internal Certifications Certification has generic applicability and is limited in scope and subject matter
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Completion of organizational requirements relative to basic position requirements No associated educational requirements No formal certification may exist, but awareness of job-related certifications is expected

C2	Education	Credentials
Reference(s):	Application of standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	U.S. Department of Labor Employment and Training Administration – Credential Resource Guide	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Post-graduate work required
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • 4-year College Degree
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Some College/ Technical School Completion/ Associate's Degree
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • High School Diploma or GED
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Less than High School

C3	Experience	Credentials
Reference(s):	Application of standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	Segmented categories of varying levels of experience required by the City of Houston for different job classifications	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • 10+ years of experience
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • 8-10 years of experience
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • 5-8 years of experience
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • 2-5 years of experience
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • 0-2 years of experience

C4	Foreign Language	Credentials
Reference(s):	This item represents an application of the Federal Interagency Language Roundtable Scale of foreign language proficiency. The rankings identified were made to fit within the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	Interagency Language Roundtable Proficiency Scale- Levels 0-5	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Level 5 (Superior Professional Competence)
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Level 3 (Professional Competence) • Level 4 (Advanced Professional Competence)
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Level 2 (Limited Working Competence)
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Level 1 (Elementary Competence)
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Level 0 (No Competence) • Level 0+ (Memorized Competence)

C5	Security Clearance/ Background	Credentials
Reference(s):	Application of standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	List of Clearance Types Utilized by City of Houston Human Resources	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Specialized screening program that focuses on clearance for access to highly classified documents/information (similar to Federal process) • Typically includes screening procedures from lower levels
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Screening consistent with that of a TX peace officer • Typically includes screening procedures from lower levels
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Multi-agency background check • May include specific reference requirements • Typically includes screening procedures from lower levels
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • FBI fingerprint background check • Typically includes screening procedures from lower levels
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Basic TXDPS criminal background check required • Other minimum requirements

C6	Physical Skills	Credentials
Reference(s):	This item represents an application of the Social Security Administration's categories of physical exertion requirements. These categories were established to fit within the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	Social Security Administration- Code of Federal Regulations- § 404.1567-Physical exertion requirements	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Very heavy work • Frequently handling 0-100+lbs.
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Heavy work • Typically handling 0-100 lbs.
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Medium work • Typically handling 0-50 lbs.
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Light work • Typically handling 0-20 lbs.
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Sedentary work • Typically handling 0-10 lbs.

C7	Occupational Licensing	Credentials
Reference(s):	Generic application of standards, practices, and/or policies as regulated by the Texas Department of Licensing and Registration (TDLR) for licensing requirements as they relate to position requirements of the City of Houston. Basic requirements and definitions from the U.S. Department of Labor are also considered.	
Resource(s) Utilized:	Texas Department of Licensing and Registration serves as the state agency that regulates licensing for various trades. Individual application of the levels of licensing requirements established by TDLR can be done on a case-by-case basis to conform with position requirements and organizational expectations. This would include CDL/Specialized Operator Licenses that are a requirement of the position.	
	U.S. Department of Labor Employment and Training Administration – Credential Resource Guide	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Level 3/Master Occupational License May include a combination of education and experience
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Level 2/Advanced Occupational License May include a combination of education and experience
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Level 1/Basic Occupational License May include a combination of education and experience
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Apprenticeship/Training License (or Status) Required
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> No License Required

C8	Safety Awareness & Responsibilities	Credentials
Reference(s):	Application of standards, practices, and/or policies inherent to the City of Houston along with examples from the Harvard University Competency Dictionary & the Texas Office of Risk Management	
Resource(s) Utilized:	Harvard University Competency Dictionary- Safety Awareness: Identifying and correcting conditions that affect employee safety; upholding safety standards.	
	State of Texas Office of Risk Management: Subchapter 3.1 Executive Management Responsibilities	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations Serves as a key resource and advises others 	<ul style="list-style-type: none"> Establish and adopt a comprehensive program that addresses the organization's exposure to safety related issues. Authorize any appropriate safety procedures, standards, or regulations to support the program Provide an adequate budget to carry out the program Support incorporation of safety concepts and practices into all program operations of the agency Designate appropriate safety staff and other members of management to support and manage the program
Level 4 - Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations Generally requires little or no guidance 	<ul style="list-style-type: none"> Demonstrate and/or explain safety equipment and/or procedures Provide opportunities for training in safety practices Establish a safety climate that encourages employees to fully participate in the program Support active participation in program activities by all staff Monitor specific measurable goals and objectives to reduce the frequency and severity of employee accidents, injuries and other safety-related incidents
Level 3 - Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations Requires occasional guidance 	<ul style="list-style-type: none"> Review and implement safety training materials Display knowledge of all related safety or security regulations Recommend and/or improve safety or security procedures Monitors safety or security issues after taking corrective action and ensures continued compliance
Level 2 - Basic	<ul style="list-style-type: none"> Applies the competency in somewhat difficult situations Requires frequent guidance 	<ul style="list-style-type: none"> Document and/or monitor safety or security violations Enforce safety and/or security procedures Takes corrective action—Reports or corrects unsafe working conditions; makes recommendations and/or improves safety and security procedures; enforces safety regulations and procedures Confront others about safety or security violations
Level 1 - Awareness	<ul style="list-style-type: none"> Applies the competency in the simplest situations Requires close and extensive guidance 	<ul style="list-style-type: none"> Follow safety and/or security procedures on the job Be aware of individual and coworkers' safety while performing work Understand how to use and operate safety equipment Be aware of the hazards of working with dangerous materials Detects hazardous working conditions and safety problems; checks equipment and/or work area regularly Takes individual action to correct unsafe work habits Report and/or correct unsafe work conditions

C9	Federal (EEO) Skills Classification	Credentials
Reference(s):	This item represents an application of the Equal Employment Opportunity Commission's job categories based on skills required. These categories were established to fit within the application of related standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	Equal Employment Opportunity Commission's Skills Classification	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Mid-Level & Executive/Senior-Level Officials and Managers
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Technicians and Professionals
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Sales Workers and Craft Workers • First-Level Supervisors
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Operatives and Administrative Support Workers
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Labors, Helpers, and Service Workers

C10	Emergency Response Responsibility	Credentials
Reference(s):	Application of standards, practices, and/or policies inherent to the City of Houston.	
Resource(s) Utilized:	Employee Tier Assignment description as shown in relevant COH Emergency Preparedness documents including the "Hurricane Preparedness Planning" training documentation. Modified to include different functions at the Tier I level.	
Proficiency Level	Proficiency Level Definition	Proficiency Level Illustrations
Level 5 - Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Tier IC (executive/ leadership)
Level 4 - Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Tier IB (emergency management duties as assigned)
Level 3 - Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Tier IA (continuity of standard field/operational duties)
Level 2 - Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Tier II
Level 1 - Awareness	<ul style="list-style-type: none"> • Applies the competency in the simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Tier III

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April 2015**

Section 5: Sources for the Selected Attributes and Competencies

The following sheets provide a reconciliation for the selected competencies and attributes as compared to those identified from select sources . Those sources for the competencies and attributes include the City of Houston's HEAR (Houston Employee Assessment and Review) program, City of Houston job descriptions, ICMA (International City/County Management Association), Office of Personnel Management (OPM), and Harvard University. For the items referencing only job descriptions, some clarifying information/support has been provided. The Harvard University Competency Dictionary was also utilized, but primarily used reference-only purposes. The resulting charts shows that the competencies and attributes selected are fairly consistent across the different sources identified.

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Targeted Professional Development in the Public Sector

Master List #	Master List	Category	HEAR	ICMA/SGR	OPM	HU	COH/JD	OTHER
L1	Coaching and Mentoring	Leadership	SMB1	IS1		HU9		
L2	Conflict Resolution	Leadership	GB5	IS5, IS7	LP1	HU27, HU31		
L3	Diversity Commitment	Leadership	GB11	IS18	LP2	HU41		
L4	Employee Development	Leadership	GB12	IS29	LP3	HU16		
L5	Empowerment and Delegation	Leadership	GB9	IS3, IS4		HU15		
L6	Judgment/Decision Making/Influence	Leadership	GB17, GB18	IS23	BC3, RD3	HU14, HU21, HU22, HU37, HU36, HU26		
L7	Human Capital Management	Leadership	GB19	IS21	BA2	HU4, HU29		
L8	Problem Solving	Leadership	SMB3		RD5	HU36		
L9	Creativity, Innovation, and Vision	Leadership	GB18	IS13, IS14	LC1, LC6	HU25, HU26, HU40		
L10	Strategic Planning	Leadership		IS22	LC5	HU37		
T1	Administrative Skills	Technical				HU39	JD	
T2	Analytical Skills/Cognitive Ability	Technical	GB2		LC5	HU33, HU23		
T3	Equipment Skills	Technical				HU39	COH/JD	
T4	Fiscal Analysis & Management	Technical	GB7	IS19, IS20	BA1			
T5	Acquisition and Application of Job Knowledge	Technical	GB15, GB16	IS8		HU3, HU42, HU39	JD	
T6	Continual Learning	Technical		IS30	FC5	HU11		
T7	Performance Measurement/Tracking	Technical		IS11		HU23, HU42, HU2		
T8	Technical/Computer Skills	Technical		IS15	RD6	HU39		
T9	Technology/Asset Management	Technical		IS15	BA3	HU42		
T10	Work Planning and Organization	Technical	SMB2, SMB4			HU32, HU19,		
P1	Adaptability	Personal	GB1		LC3	HU1, HU18, HU38		
P2	Public Service Motivation & Awareness	Personal		IS6, IS16, IS26	BC2, FC6			
P3	Communication (Oral & Written)	Personal	GB4	IS24, IS25	FC1, FC2, FC4	HU10, HU20, HU29, HU30	JD	
P4	Cooperation	Personal	GB6		BC1	HU29, HU30, HU6, HU7, HU12		
P5	Citizen/Customer Focus & Awareness	Personal	GB8	IS10, IS17	LC2, RD2	HU5, HU13		
P6	Dependability/Commitment	Personal	GB3, GB10, SMB7	IS27	LC4, RD1	HU8, HU38, HU19, HU28		
P7	Ethics and Values	Personal	GB3, GB13	IS27, IS28, IS29	FC3	HU26, HU8		
P8	Entrepreneurship/Initiative (Above & Beyond)	Personal	GB14	IS12	RD4	HU17, HU24, HU34, HU22, HU40		
P9	Teamwork	Personal	SMB6	IS2	LP4	HU7, HU4, HU12, HU30		
P10	Interpersonal Skills/Emotional Intelligence	Personal	SMB7	IS2, IS24		HU4, HU28, HU29, HU30		
C1	Professional/Skill Certifications	Credentials					JD	U.S. Dept. of Labor
C2	Education	Credentials					JD	U.S. Dept. of Labor
C3	Experience	Credentials					JD	Bracketed Experience by Year(s)
C4	Foreign Language	Credentials					JD	Inter-Agency Language Roundtable
C5	Security Clearance/Background	Credentials					JD	COH Background Review Process
C6	Physical Skills	Credentials					JD	U.S. Social Security Admin.
C7	Occupational Licensing	Credentials					JD	U.S. Dept. of Labor
C8	Safety Awareness & Responsibilities	Credentials	SMB5			HU35	COH/JD	
C9	Federal (EEO) Skills Classification	Credentials					JD	U.S. EEOC
C10	Emergency Response Classification/Responsibility	Credentials					COH/JD	COH Emergency Response

Master List #	Master List	Category	HEAR Factor #	HEAR Factor Type	HEAR Factor	HEAR-Master List Ref #
L1	Coaching and Mentoring	Leadership	GB1	General Behavioral	Adaptability	P1
L2	Conflict Resolution	Leadership	GB2	General Behavioral	Analytical Skills	T2
L3	Diversity Commitment	Leadership	GB3	General Behavioral	Attendance and Punctuality	P6, P7
L4	Employee Development	Leadership	GB4	General Behavioral	Communication (Oral & Written)	P3
L5	Empowerment and Delegation	Leadership	GB5	General Behavioral	Conflict Resolution	L2
L6	Judgment/Decision Making/Influence	Leadership	GB6	General Behavioral	Cooperation	P4
L7	Human Capital Management	Leadership	GB7	General Behavioral	Cost Consciousness	T4
L8	Problem Solving	Leadership	GB8	General Behavioral	Customer Focus	P5
L9	Creativity, Innovation, and Vision	Leadership	GB9	General Behavioral	Delegation	L5
L10	Strategic Planning	Leadership	GB10	General Behavioral	Dependability	P6
T1	Administrative Skills	Technical	GB11	General Behavioral	Diversity Commitment	L3
T2	Analytical Skills/Cognitive Ability	Technical	GB12	General Behavioral	Employee Development	L4
T3	Equipment Skills	Technical	GB13	General Behavioral	Ethics and Values	P7
T4	Fiscal Analysis & Management	Technical	GB14	General Behavioral	Excellence	P8
T5	Acquisition and Application of Job Knowledge	Technical	GB15	General Behavioral	Job Knowledge	T5
T6	Continual Learning	Technical	GB16	General Behavioral	Job Performance	T5
T7	Performance Measurement/Tracking	Technical	GB17	General Behavioral	Judgment	L6
T8	Technical/Computer Skills	Technical	GB18	General Behavioral	Leadership	L6, L9
T9	Technology/Asset Management	Technical	GB19	General Behavioral	Managing People	L7
T10	Work Planning and Organization	Technical	SMB1	Sup/Mgr Behavioral	Performance Coaching	L1
P1	Adaptability	Personal	SMB2	Sup/Mgr Behavioral	Planning and Organization	T10
P2	Public Service Motivation & Awareness	Personal	SMB3	Sup/Mgr Behavioral	Problem Solving	L8
P3	Communication (Oral & Written)	Personal	SMB4	Sup/Mgr Behavioral	Project Management	T10
P4	Cooperation	Personal	SMB5	Sup/Mgr Behavioral	Safety and Security	C8
P5	Citizen/Customer Focus & Awareness	Personal	SMB6	Sup/Mgr Behavioral	Teamwork	P9
P6	Dependability/Commitment	Personal	SMB7	Sup/Mgr Behavioral	Utilization of Time	P6, P10
P7	Ethics and Values	Personal				
P8	Entrepreneurship/Initiative (Above & Beyond)	Personal				
P9	Teamwork	Personal				
P10	Interpersonal Skills/Emotional Intelligence	Personal				
C1	Professional/Skill Certifications	Credentials				
C2	Education	Credentials				
C3	Experience	Credentials				
C4	Foreign Language	Credentials				
C5	Security Clearance/Background	Credentials				
C6	Physical Skills	Credentials				
C7	Occupational Licensing	Credentials				
C8	Safety Awareness & Responsibilities	Credentials				
C9	Federal (EEO) Skills Classification	Credentials				
C10	Emergency Response Classification/Responsibility	Credentials				
<div> <div>Gray Cell:</div> <div>Denotes that the particular competency/ attribute is not addressed by this resource.</div> </div>						

Targeted Professional Development in the Public Sector

Master List #	Master List	Category	ICMA/SGR Factor #	ICMA/SGR Sub-Category	ICMA/SGR Items	ICMA/SGR Master List Ref #
L1	Coaching and Mentoring	Leadership	IS1	Staff Effectiveness	Coaching/Mentoring	L1
L2	Conflict Resolution	Leadership	IS2	Staff Effectiveness	Team Leadership	P9, P10
L3	Diversity Commitment	Leadership	IS3	Staff Effectiveness	Empowerment	L5
L4	Employee Development	Leadership	IS4	Staff Effectiveness	Delegating	L5
L5	Empowerment and Delegation	Leadership	IS5	Policy Facilitation	Facilitative Leadership	L2, L6, L8
L6	Judgment/Decision Making/Influence	Leadership	IS6	Policy Facilitation	Facilitating Council Effectiveness	P2
L7	Human Capital Management	Leadership	IS7	Policy Facilitation	Mediation/Negotiation	L2
L8	Problem Solving	Leadership	IS8	Service Delivery Management	Functional/Operational Expertise	T5
L9	Creativity, Innovation, and Vision	Leadership	IS9	Service Delivery Management	Operational Planning	T10
L10	Strategic Planning	Leadership	IS10	Service Delivery Management	Citizen Service	P5
T1	Administrative Skills	Technical	IS11	Service Delivery Management	Performance Measurement/Management & Quality Assurance	T7
T2	Analytical Skills/Cognitive Ability	Technical	IS12	Strategic Leadership	Initiative and Risk Taking	P8
T3	Equipment Skills	Technical	IS13	Strategic Leadership	Vision	L9
T4	Fiscal Analysis & Management	Technical	IS14	Strategic Leadership	Creativity and Innovation	L9
T5	Acquisition and Application of Job Knowledge	Technical	IS15	Strategic Leadership	Technological Literacy	T8, T9
T6	Continual Learning	Technical	IS16	Democratic Principles	Democratic Advocacy	P2
T7	Performance Measurement/Tracking	Technical	IS17	Democratic Principles	Citizen Participation	P5
T8	Technical/Computer Skills	Technical	IS18	General	Diversity	L3
T9	Technology/Asset Management	Technical	IS19	General	Budgeting	T4
T10	Work Planning and Organization	Technical	IS20	General	Financial Analysis	T4
P1	Adaptability	Personal	IS21	General	Human Resources Management	L7
P2	Public Service Motivation & Awareness	Personal	IS22	General	Strategic Planning	L10
P3	Communication (Oral & Written)	Personal	IS23	Advocacy & Interpersonal Communication	Advocacy	L6
P4	Cooperation	Personal	IS24	Advocacy & Interpersonal Communication	Interpersonal Communication	P3, P10
P5	Citizen/Customer Focus & Awareness	Personal	IS25	General	Presentation Skills	P3
P6	Dependability/Commitment	Personal	IS26	General	Media Relations	P2
P7	Ethics and Values	Personal	IS27	Integrity	Personal Integrity	P6, P7
P8	Entrepreneurship/Initiative (Above & Beyond)	Personal	IS28	Integrity	Professional Integrity	P7
P9	Teamwork	Personal	IS29	Integrity	Organizational Integrity	P7, L4
P10	Interpersonal Skills/Emotional Intelligence	Personal	IS30	General	Personal Development	T6
C1	Professional/Skill Certifications	Credentials				
C2	Education	Credentials				
C3	Experience	Credentials				
C4	Foreign Language	Credentials				
C5	Security Clearance/Background	Credentials				
C6	Physical Skills	Credentials				
C7	Occupational Licensing	Credentials				
C8	Safety Awareness & Responsibilities	Credentials				
C9	Federal (EEO) Skills Classification	Credentials				
C10	Emergency Response Classification/Responsibility	Credentials				
			Gray Cell:	Denotes that the particular competency/attribute is not addressed by this resource.		

Master List #	Master List	Category	OPM Factor #	OPM Category	OPM Competency	OPM-Master List Ref #
L1	Coaching and Mentoring	Leadership	LC1	Leading Change	Creativity and Innovation	L9
L2	Conflict Resolution	Leadership	LC2	Leading Change	External Awareness	P5
L3	Diversity Commitment	Leadership	LC3	Leading Change	Flexibility	P1
L4	Employee Development	Leadership	LC4	Leading Change	Resilience	P6
L5	Empowerment and Delegation	Leadership	LC5	Leading Change	Strategic Thinking	L10, T2
L6	Judgment/Decision Making/Influence	Leadership	LC6	Leading Change	Vision	L9
L7	Human Capital Management	Leadership	LP1	Leading People	Conflict Management	L2
L8	Problem Solving	Leadership	LP2	Leading People	Leveraging Diversity	L3
L9	Creativity, Innovation, and Vision	Leadership	LP3	Leading People	Developing Others	L4
L10	Strategic Planning	Leadership	LP4	Leading People	Team Building	P9
T1	Administrative Skills	Technical	RD1	Results Driven	Accountability	P6
T2	Analytical Skills/Cognitive Ability	Technical	RD2	Results Driven	Customer Service	P5
T3	Equipment Skills	Technical	RD3	Results Driven	Decisiveness	L6
T4	Fiscal Analysis & Management	Technical	RD4	Results Driven	Entrepreneurship	P8
T5	Acquisition and Application of Job Knowledge	Technical	RD5	Results Driven	Problem Solving	L8
T6	Continual Learning	Technical	RD6	Results Driven	Technical Credibility	T8
T7	Performance Measurement/Tracking	Technical	BA1	Business Acumen	Financial Management	T4
T8	Technical/Computer Skills	Technical	BA2	Business Acumen	Human Capital Management	L7
T9	Technology/Asset Management	Technical	BA3	Business Acumen	Technology Management	T9
T10	Work Planning and Organization	Technical	BC1	Building Coalitions	Partnering	P4
P1	Adaptability	Personal	BC2	Building Coalitions	Political Savvy	P2
P2	Public Service Motivation & Awareness	Personal	BC3	Building Coalitions	Influencing/Negotiating	L6
P3	Communication (Oral & Written)	Personal	FC1	Fundamental Competencies	Interpersonal Skills	P3
P4	Cooperation	Personal	FC2	Fundamental Competencies	Oral Communication	P3
P5	Citizen/Customer Focus & Awareness	Personal	FC3	Fundamental Competencies	Integrity/Honesty	P7
P6	Dependability/Commitment	Personal	FC4	Fundamental Competencies	Written Communication	P3
P7	Ethics and Values	Personal	FC5	Fundamental Competencies	Continual Learning	T6
P8	Entrepreneurship/Initiative (Above & Beyond)	Personal	FC6	Fundamental Competencies	Public Service Motivation	P2
P9	Teamwork	Personal				
P10	Interpersonal Skills/Emotional Intelligence	Personal				
C1	Professional/Skill Certifications	Credentials				
C2	Education	Credentials				
C3	Experience	Credentials				
C4	Foreign Language	Credentials				
C5	Security Clearance/Background	Credentials				
C6	Physical Skills	Credentials				
C7	Occupational Licensing	Credentials				
C8	Safety Awareness & Responsibilities	Credentials				
C9	Federal (EEO) Skills Classification	Credentials				
C10	Emergency Response Classification/Responsibility	Credentials				
			Gray Cell:	Denotes that the particular competency/attribute is not addressed by this resource.		

Targeted Professional Development in the Public Sector

Master List #	Master List	Category	Harvard Comp #	Harvard University Competency Dictionary (Used for Reference-Only Due to Lack of Defined Levels)	HU-Master List Ref #
L1	Coaching and Mentoring	Leadership	HU1	Adaptability	P1
L2	Conflict Resolution	Leadership	HU2	Aligning Performance for Success	T7
L3	Diversity Commitment	Leadership	HU3	Applied Learning	T5
L4	Employee Development	Leadership	HU4	Building a Successful Team	P9, P10
L5	Empowerment and Delegation	Leadership	HU5	Building Customer Loyalty	P5
L6	Judgment/Decision Making/Influence	Leadership	HU6	Building Partnerships	P4
L7	Human Capital Management	Leadership	HU7	Building Positive Working Relationships (Teamwork/Collaboration)	P4, P9
L8	Problem Solving	Leadership	HU8	Building Trust	P6, P7
L9	Creativity, Innovation, and Vision	Leadership	HU9	Coaching	L1
L10	Strategic Planning	Leadership	HU10	Communication	P3
T1	Administrative Skills	Technical	HU11	Continuous Learning	T6
T2	Analytical Skills/Cognitive Ability	Technical	HU12	Contributing to Team Success	P9, P4
T3	Equipment Skills	Technical	HU13	Customer Focus	P5
T4	Fiscal Analysis & Management	Technical	HU14	Decision Making	L6
T5	Acquisition and Application of Job Knowledge	Technical	HU15	Delegation	L5
T6	Continual Learning	Technical	HU16	Developing Others	L4
T7	Performance Measurement/Tracking	Technical	HU17	Energy	P8
T8	Technical/Computer Skills	Technical	HU18	Facilitating Change	P1
T9	Technology/Asset Management	Technical	HU19	Follow-Up	T10, P6
T10	Work Planning and Organization	Technical	HU20	Formal Presentation	P3
P1	Adaptability	Personal	HU21	Gaining Commitment	L6
P2	Public Service Motivation & Awareness	Personal	HU22	Impact	P8, L6
P3	Communication (Oral & Written)	Personal	HU23	Information Monitoring	T2, T7
P4	Cooperation	Personal	HU24	Initiating Action (Initiative)	P8
P5	Citizen/Customer Focus & Awareness	Personal	HU25	Innovation	L9
P6	Dependability/Commitment	Personal	HU26	Leading/Living The Vision And Values	L6, L9, P7
P7	Ethics and Values	Personal	HU27	Managing Conflict	L2
P8	Entrepreneurship/Initiative (Above & Beyond)	Personal	HU28	Managing Work (Includes Time Management)	T10, P6, P10
P9	Teamwork	Personal	HU29	Meeting Leadership	P3, P4, L7, P10
P10	Interpersonal Skills/Emotional Intelligence	Personal	HU30	Meeting Participation	P3, P4, P9, P10
C1	Professional/Skill Certifications	Credentials	HU31	Negotiation	L2, L6
C2	Education	Credentials	HU32	Planning and Organizing	T10
C3	Experience	Credentials	HU33	Quality Orientation (Attention to Detail)	T2
C4	Foreign Language	Credentials	HU34	Risk Taking	P8
C5	Security Clearance/Background	Credentials	HU35	Safety Awareness	C8
C6	Physical Skills	Credentials	HU36	Sales Ability/Persuasiveness	L6, L8
C7	Occupational Licensing	Credentials	HU37	Strategic Decision Making	L6, L10
C8	Safety Awareness & Responsibilities	Credentials	HU38	Stress Tolerance	P6, P1
C9	Federal (EEO) Skills Classification	Credentials	HU39	Technical/Professional Knowledge and Skills	T8, T5, T3, T1
C10	Emergency Response Classification/Responsibility	Credentials	HU40	Tenacity	P8, L9
Gray Cell: Denotes that the particular competency/attribute is not addressed by this resource.			HU41	Valuing Diversity	L3
			HU42	Work Standards	T5, T7, T9

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Section 6: Competency Levels for the Chosen Job Families/Positions

The two selected job families, Administrative and Field Operations, are examined through the positions associated with those job families. These positions are categorized according to their requirements and expectations relative to the levels within the selected competencies.

Master List #	Master Competency List	Office Asst.	Admin Aide	Admin Assoc.	Admin Asst.	Admin Specialist	Admin Supervisor	Admin Coordinator	Admin Manager	Executive (Admin)
L1	Coaching and Mentoring	1	1	1	2	2	3	4	4	5
L2	Conflict Resolution	1	2	2	3	3	4	4	4	5
L3	Diversity Commitment	1	1	1	2	2	3	3	4	5
L4	Employee Development	1	1	1	1	2	3	4	4	5
L5	Empowerment and Delegation	1	1	1	2	2	3	3	4	5
L6	Judgment/Decision Making/Influence	1	2	2	3	3	3	4	4	5
L7	Human Capital Management	1	1	1	1	2	3	3	4	5
L8	Problem Solving	1	2	2	3	3	4	4	4	5
L9	Creativity, Innovation, and Vision	1	2	2	2	3	3	4	4	5
L10	Strategic Planning	1	1	1	2	2	3	3	4	5
T1	Administrative Skills	2	2	2	3	3	4	4	5	5
T2	Analytical Skills/Cognitive Ability	1	2	2	3	3	4	5	5	5
T3	Equipment Skills	2	2	2	2	3	3	3	4	5
T4	Fiscal Analysis & Management	2	2	3	3	4	4	5	5	5
T5	Acquisition and Application of Job Knowledge	1	2	2	3	3	3	4	4	5
T6	Continual Learning	1	2	2	2	2	3	4	4	5
T7	Performance Measurement/Tracking	1	2	2	3	3	4	4	4	5
T8	Technical/Computer Skills	1	2	2	3	3	4	4	5	5
T9	Technology/Asset Management	1	1	1	2	2	3	3	4	5
T10	Work Planning and Organization	1	2	2	3	3	3	4	4	5
P1	Adaptability	2	2	3	3	4	4	5	5	5
P2	Public Service Motivation & Awareness	1	2	3	3	4	4	5	5	5
P3	Communication (Oral & Written)	2	3	3	3	4	4	4	5	5
P4	Cooperation	2	3	3	3	4	4	4	5	5
P5	Citizen/Customer Focus & Awareness	2	3	3	3	4	4	4	5	5
P6	Dependability/Commitment	1	2	2	3	3	3	4	4	5
P7	Ethics and Values	1	2	2	3	3	3	4	4	5
P8	Entrepreneurship/Initiative (Above & Beyond)	1	1	2	2	3	3	3	4	5
P9	Teamwork	2	3	3	3	4	4	4	5	5
P10	Interpersonal Skills/Emotional Intelligence	1	1	2	2	3	3	3	4	5
C1	Professional/Skill Certifications	1	1	2	2	2	2	3	3	3
C2	Education	2	2	2	2	2	3	3	3	3
C3	Experience	1	1	1	2	2	3	3	3	4
C4	Foreign Language	1	1	1	1	1	1	1	1	1
C5	Security Clearance/Background	2	2	2	2	2	2	2	2	2
C6	Physical Skills	2	2	2	2	2	2	2	2	2
C7	Occupational Licensing	1	1	1	1	1	1	1	1	1
C8	Safety Awareness & Responsibilities	1	1	2	2	3	3	4	4	5
C9	Federal (EEO) Skills Classification	1	2	2	2	2	3	4	5	5
C10	Emergency Response Classification/Responsibility	1	1	1	1	2	3	3	4	5

Master List #	Master List Competency	Laborer	Semi-Skilled Laborer	Equipment Worker	Field Supervisor	Section Chief	Asst. Maint. Mgr.	Maint. Mgr.	Executive (Ops.)
L1	Coaching and Mentoring	1	1	1	2	3	3	4	5
L2	Conflict Resolution	1	1	2	3	3	4	4	5
L3	Diversity Commitment	1	1	1	2	3	4	4	5
L4	Employee Development	1	1	1	2	3	3	4	5
L5	Empowerment and Delegation	1	1	1	2	3	3	4	5
L6	Judgment/Decision Making/Influence	1	1	2	2	3	4	4	5
L7	Human Capital Management	1	1	1	2	3	3	4	5
L8	Problem Solving	1	1	2	3	3	4	4	5
L9	Creativity, Innovation, and Vision	1	1	2	3	3	4	4	5
L10	Strategic Planning	1	1	1	2	3	4	4	5
T1	Administrative Skills	1	1	1	2	3	3	4	5
T2	Analytical Skills/Cognitive Ability	1	1	2	3	3	4	4	5
T3	Equipment Skills	1	1	1-4	1-4	4	4	4	5
T4	Fiscal Analysis & Management	1	1	1	2	3	4	4	5
T5	Acquisition and Application of Job Knowledge	1	2	2	3	3	4	4	5
T6	Continuous Learning	1	1	2	3	3	4	4	5
T7	Performance Measurement/Tracking	1	1	1	2	3	3	4	5
T8	Technical/Computer Skills	1	1	1	2	2	3	4	5
T9	Technology/Asset Management	1	1	1	2	3	4	4	5
T10	Work Planning and Organization	1	1	1	2	3	4	4	5
P1	Adaptability	1	1	2	3	3	4	4	5
P2	Public Service Motivation & Awareness	1	1	1	2	3	4	4	5
P3	Communication (Oral & Written)	1	1	1	2	3	4	4	5
P4	Cooperation	1	1	1	2	3	4	4	5
P5	Citizen/Customer Focus & Awareness	1	1	1	2	3	4	4	5
P6	Dependability/Commitment	1	1	1	2	3	4	4	5
P7	Ethics and Values	1	1	1	2	3	4	4	5
P8	Entrepreneurship/Initiative (Above & Beyond)	1	1	1	2	3	4	4	5
P9	Teamwork	1	1	1	2	3	3	4	5
P10	Interpersonal Skills/Emotional Intelligence	1	1	1	2	3	4	4	5
C1	Professional/Skill Certifications	1	2	3	2	2	2	2	2
C2	Education	1	2	2	2	2	3	3	3
C3	Experience	1	1	1	2	2	3	3	4
C4	Foreign Language	1	1	1	1	1	1	1	1
C5	Security Clearance/Background	2	2	2	2	2	2	2	2
C6	Physical Skills	3	3	5	5	3	2	2	2
C7	Occupational Licensing	1	1	2	2	2	2	1	1
C8	Safety Awareness & Responsibilities	1	1	2	3	3	4	4	5
C9	Federal (EEO) Skills Classification	1	1	2	2	3	3	4	5
C10	Emergency Response	3	3	3	3	3	4	4	5

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Section 7: Inventory of Professional Development Tools

This section lists the identified professional development tools available to the Streets & Drainage Division. These tools include orientation and training classes from the City of Houston/E.B. Cape (COH's Corporate University) as well as other training classes from Strategic Government Resources (SGR), The Texas Engineering Extension (TEEX), and the Public Works Institute (PWI) program from the Texas Public Works Association. All courses are inventoried, classified and include the competencies and corresponding levels addressed.

Course/Tool Provider	Course/Tool Abbreviation	Course/Tool Category
City of Houston	COH1	Orientation and Pre-Existing Requirements for Credentials
City of Houston	COH2	Non-Traditional or Custom Courses (To Be Defined in Plan)
EB Cape	EBB	Business Courses
EB Cape	EBDCA	Desktop Computer Applications
EB Cape	EBGS	General Studies
EB Cape	EBM	Management
SGR	SOML	Managerial Leadership
SGR	SOSL	Supervisory Leadership
SGR	SRCS	Customer Service
SGR	SRHR	Human Relations
SGR	SSSB	Systems Building
SGR	SSTB	Trust Building
SGR	SPOB	Other Behavioral
SGR	SPAA	Administrative Assistant
SGR	SPLW	Lead Worker
SGR	SPOP	Professional-Other Position Specific
SGR	SECS	Strategic Leadership
SGR	SELG	Professional-ELGL Webcasts
SGR	SCHE	Cities on a Hill – Modeling Excellence
SGR	SSLW	Strategic Leadership Webcasts
TEEX	FPE	Flood Plain
TEEX	NFA	National Fire Academy
TEEX	AWR	Awareness
TEEX	COD	Code Enforcement
TEEX	DMP	Disaster Management & Preparedness
TEEX	EOT	Environmental Official
TEEX	ENV	Environmental, Health, and Safety (EHS)
TEEX	FSA	Forensics
TEEX	HAZ	Hazardous Materials
TEEX	HEP	Heavy Equipment
TEEX	HWS	Highways & Roadways
TEEX	IND	Industrial
TEEX	LET	Law Enforcement
TEEX	MGT	Management
TEEX	MAR	Maritime
TEEX	EPP	Electric Power
TEEX	IMS	National Incident Management System
TEEX	OGT	Organizational
TEEX	OSH	OSHA
TEEX	PRE	Preparedness
TEEX	PER	Preparedness/Emergency Response
TEEX	PRT	Protection
TEEX	RES	Rescue
TEEX	SAF	Safety
TEEX	SAP	Security
TEEX	ASP	Supervisory
TEEX	TAP	Transportation & Pavement

Course/Tool Provider	Course/Tool Abbreviation	Course/Tool Category
TEEX	WWW	Water & Wastewater
Public Works Institute	PWI-STC	Supervisory Techniques and Skills
Public Works Institute	PWI-BMS	Basic Management Skills
Public Works Institute	PWI-COS	Communication Skills
Public Works Institute	PWI-LSK	Leadership Skills
Public Works Institute	PWI-CCS	Community Service/ Customer Orientation Skills
Public Works Institute	PWI-LEU	Legal Understanding
Public Works Institute	PWI-FOG	Fundamentals of Government
Public Works Institute	PWI-FIN	Finance
Public Works Institute	PWI-RMS	Resource Management Skills
Public Works Institute	PWI-PWO	Public Works Operations

City of Houston - E.B. Cape Center

Course ID	Course Type/Focus	Course Name	Level	Master List Competencies Addressed															
COH1-1	COH Orientation & Expected Prerequisites	Orientation & Expected Prerequisites (Includes Possible Refresher, Remedial or Custom)	1	ALL															
COH1-2 COH1-3 COH1-4 COH1-5	COH Orientation & Expected Prerequisites	Items Covered in Orientation or Pre-set Position Requirements (Credentials) That Lack Traditional Training & Development Options (Possible Refresher, Remedial or Custom)	2-5	CREDENTIALS GROUP															
COH2-1 COH2-2 COH2-3	COH Other/Non-Standard Training & Development Tools	Training & Development Opportunities Not Found Via Traditional Sources (May Include Remedial & Specific Training Needs)	1-5	ALL															
EBB1	Business	Business Grammar	2	P3															
EBB2	Business	Business Writing: A Ticket to Empowerment	2	P3															
EBB3	Business	Conflict Resolution - Building Workplace Relationships	2	L2	P9	P10	P3												
EBB4	Business	Effective Presentation Skills	3	P3	P10	L10	L9												
EBB5	Business	Employee Development	4	L4	L1	L3	L5	L7	T10	P10									
EBB6	Business	Organizational Time Management	3	T7	T10	L7	T4	L5	L8	L6	L10	P1							
EBB7	Business	Organizing Your Time And Work	2	T10	L10	P1													
EBB8	Business	Overcoming the Challenges of Change	3	P1	L2	L10													
EBB9	Business	Performance Management	2	L7	T7	L10	T5												
EBB10	Business	Preparing Written Customer Correspondence	3	P3	P5	P2	P10												
EBB11	Business	Staffing the Best	2	L7	L3	L10	L4												
EBB12	Business	Supervising Difficult Employees	2	L1	L2	L3	L7	P10											
EBB13	Business	Team Dynamics	3	P9	L7	P4													
EBDCA1	Desktop Computer Applications	Excel 2010 Formulas	2	T8															
EBDCA2	Desktop Computer Applications	Excel 2010 - Level 1	1	T8															
EBDCA3	Desktop Computer Applications	Excel 2010 - Level 2	2	T8															
EBDCA4	Desktop Computer Applications	Excel 2010 - Level 3	3	T8															
EBDCA5	Desktop Computer Applications	Excel 2010 Macros	4	T8															
EBDCA6	Desktop Computer Applications	Excel 2010 Tips & Tricks	3	T8															
EBDCA7	Desktop Computer Applications	Outlook 2010 - Level 1	1	T8															
EBDCA8	Desktop Computer Applications	Outlook 2010 - Level 2	2	T8															
EBDCA9	Desktop Computer Applications	PC Literacy	1	T8															
EBDCA10	Desktop Computer Applications	PowerPoint 2010 - Level 1	1	T8															
EBDCA11	Desktop Computer Applications	PowerPoint 2010 - Level 2	2	T8															
EBDCA12	Desktop Computer Applications	PowerPoint 2010 - Level 3	3	T8															
EBDCA13	Desktop Computer Applications	Word 2010 - Level 1	1	T8															
EBDCA14	Desktop Computer Applications	Word 2010 - Level 2	2	T8															
EBDCA15	Desktop Computer Applications	Word 2010 - Level 3	3	T8															

City of Houston - E.B. Cape Center

Course ID	Course Type/Focus	Course Name	Level	Master List Competencies Addressed															
EBGS1	General Studies	CCT-Work Zone Traffic Control and Qualified Flagger	2	T5	C8														
EBGS2	General Studies	Contractors Work Zone and Flagging Safety	2	T5	C8														
EBGS3	General Studies	CPR/AED/First Aid	1	T5	C8														
EBGS4	General Studies	Dealing with the Stress Mess	2	P10	L8	L2													
EBGS5	General Studies	Delivering Quality Customer Service	2	P5	P3	P2													
EBGS6	General Studies	Effective Telephone Skills	1	P3															
EBGS7	General Studies	Ethics for CPAs	3	T4															
EBGS8	General Studies	FISH!	2	P2	P5														
EBGS9	General Studies	Governmental Accounting for Non-CPAs	3	T4															
EBGS10	General Studies	Improving Communications at Work	2	P3	L1	P4	P10												
EBM1	Management	Applications of Project Management	2	T10	T5														
EBM2	Management	Building a High-Performance Team	2	L7	P9	T7	L10												
EBM3	Management	Building and Leading Teams	3	L7	P9	T7	L1	P1	L9	P3	P10	P4	L2	P6	P7				
EBM4	Management	Coaching, Modeling and Mentoring	4	L1	L2	L4	L7	L10											
EBM5	Management	Conflict Resolution for Managers and Supervisors	3	L2	L7	P10													
EBM6	Management	Continuous Quality Improvement	3	L9	P8	P5	P6	L10											
EBM7	Management	Counseling and Performance Feedback	2	L1	L4	L7	T7												
EBM8	Management	Creating a Positive Workplace	2	P9	P10														
EBM9	Management	Creating Effective Work Plans	2	T10	L7	L10													
EBM10	Management	Employee Development	2	L4	L7														
EBM11	Management	Fundamentals of Management	3	L7	P10	P9	T10	L4	L5	L6	T5								
EBM12	Management	Fundamentals of Supervision	2	L7	P10	P9	T10	L4	L5	L6	T5								
EBM13	Management	Getting Started: Planning Organizing for Results	3	T10	L10														
EBM14	Management	Performance Management	3	T7															
EBM15	Management	Leadership Communication	4	P3															
EBM16	Management	Leadership: The Foundation of Organizational Excellence	4	L7	P10	P9	T10	L4	L5	L6	T5								
EBM17	Management	Managing Diversity for Managers and Supervisors	2	L3	L7														
EBM18	Management	Noetic Leadership	3	L4	L7	L3	P8	P9	L1	L9									
EBM19	Management	Problem Solving and Decision Making	3	L2	L6	L8													
EBM20	Management	Project Management Overview	2	T10	L10														
EBM21	Management	The Dos and Don'ts of Delegation	2	L5	P3	L4	L7	P10											
EBM22	Management	Team Building and Conflict Management	3	L2	L7	P9	P7	P10											
EBM23	Management	Toolbox for Supervisors	2	T5	L6	L7	L8												
EBM24	Management	Workforce & Organizational Development for Executive Mgrs.-Session 7	5	L7	L4	L1	L10	T10	P10										

Strategic Government Resources

Course ID	Course Type/Focus	Course Name	Level	Master List Competencies Addressed											
SRHR3	Human Relations	Employee Orientation - Sexual Harassment Prevention - Part 1	1	P7	L3	P3	L6								
SRHR4	Human Relations	Employee Orientation - Extraordinary Customer Service - Part 2	1	P7	L3	P3									
SRHR5	Human Relations	Employee Orientation - Ethics - Part 3	1	P7	L3	P3	L6								
SPOB1	Other Behavioral	Drug and Alcohol Abuse Awareness for Employees	1	P7	L7	P3	L6								
SPOP10	Professional-Other Position Specific	Red Flags Rule: Identity Theft Prevention	1	T6											
SPOP11	Professional-Other Position Specific	Telephone Skills Training for Local Government Employees	1	T1	P3	P10									
SPOP14	Professional-Other Position Specific	How to Use a Fire Extinguisher	1	C8											
SPOP16	Professional-Other Position Specific	Sexual Harassment Prevention for Local Government Employees	1	C8	L7	L8	T5	L3							
SPOP17	Professional-Other Position Specific	Crafting a Winning Transmittal Letter	1	T1	T5	P3									
SPOP18	Professional-Other Position Specific	Mastering the Online Interview	1	T1	T5	P3									
STTU1	Technology Use	Microsoft Excel	1	T1	T8	T5									
STTU2	Technology Use	Microsoft PowerPoint	1	T1	T8	T5									
STTU3	Technology Use	Microsoft Word	1	T1	T8	T5									
SRCS1	Customer Service	Extraordinary Customer Service	2	P7	L3	P3	P5	P2	L2						
SRCS2	Customer Service	Introduction to Business Writing Skills	2	T1	P3	P2									
SRCS3	Customer Service	Generations	2	L3	P3	P5	P2	L2	P10	T1					
SRCS4	Customer Service	Pruning Negativity	2	P7	P3	P5	L2	P10	T1						
SRCS5	Customer Service	Time Management Through SMART Goals	2	P7	P5	T10	L10	T7							
SRCS7	Customer Service	Understanding Different Personality Styles	2	L3	P3	P5	L2	P10							
SRCS8	Customer Service	Effective Interpersonal Communication	2	P7	L3	P3	P5	P2	L2						
SRCS6	Customer Service	Conflict Resolution	2	P3	P5	L2									
SRHR1	Human Relations	Embracing Diversity in the Workplace	2	P7	L3	P3	P5								
SRHR2	Human Relations	Facing the Bully	2	P7	L3	P3	L2								
SRHR6	Human Relations	Workplace Violence Prevention	2	L7	L2	C8	P10	P3							
SRHR7	Human Relations	Anger and Stress Management	2	P3	P5	L2									
SRHR8	Human Relations	Ethics: The Heart of Public Service	2	P7	L6										
SRHR9	Human Relations	Local Government 101	2	P7	L3	P3	P5	P2							
SRHR10	Human Relations	What Were You Thinking	2	P7	L6	L2									
SRHR11	Human Relations	Workplace Harassment Prevention	2	P7	L3	P3	L7								
SPAA1	Administrative Assistant	Etiquette Intelligence	2	T1	T5	P10									
SPLW1	Lead Worker	Building a Respectful Workplace	2	L7	L2	L4	P10								
SPLW14	Lead Worker	Transitioning from Peer to Team Leader	2	L6	L7	P1									
SPLW2	Lead Worker	Effective Listening Skills	2	P3	P10										
SPLW3	Lead Worker	Leading By Example	2	L6	L7	P6	P7								

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Course ID	Course Type/Focus	Course Name	Level	Master List Competencies Addressed											
SPOP12	Professional-Other Position Specific	Workplace Violence Awareness for Supervisors	2	L7	L2	C8	P10	P3							
SPOP13	Professional-Other Position Specific	Don't Get Soaked: Invest in Emergency Preparedness, Prevention and Mitigation Activities	2	C10	T10										
SPOP15	Professional-Other Position Specific	DOT Alcohol Testing and Reasonable Suspicion	2	C8	L7	L8	T5								
SPOP2	Professional-Other Position Specific	ADA Compliance Guidelines for Supervisors	2	T5	L7	L3									
SPOP3	Professional-Other Position Specific	Crafting a Winning Transmittal Letter	2	T1	P3	P10									
SPOP4	Professional-Other Position Specific	DOT Drug Testing and Reasonable Suspicion Training for Supervisors	2	T5	L7										
SPOP5	Professional-Other Position Specific	Drug and Alcohol Abuse Awareness for Supervisors	2	T5	L7										
SPOP7	Professional-Other Position Specific	FMLA Compliance Guidelines for Supervisors	2	T5	L7										
SPOP8	Professional-Other Position Specific	HIPAA Compliance Training for Supervisors	2	T5	L7										
SPOP9	Professional-Other Position Specific	Programming Rated T for Teens: Library Resources	2	T5											
SOML1	Managerial Leadership	Tools for Successful Leadership	3	L1	L2	L5	L6	P1	P3	P7	P9	T7			
SOML10	Managerial Leadership	Understanding and Utilizing Performance Measurements	3	L1	L5	L7	P5	P7	T4	T7					
SOML2	Managerial Leadership	Persuasive Communication	3	L2	L6	L9	P1	P2	P2	P3	P3	P7			
SOML3	Managerial Leadership	Managing a Budget	3	P5	T7	P1	L10	T4	L9	P3	T4				
SOML4	Managerial Leadership	Presentations with an Impact	3	P7	L3	P3	L6	T7	P1	L9	P3	P2			
SOML5	Managerial Leadership	Business Writing Skills	3	P3	P1	P3	P2								
SOML6	Managerial Leadership	Hitting Your Target: Effective Goal Setting	3	P2	L2	L6	T7	P1	L10	T4	L9	P3	L2		
SOML7	Managerial Leadership	Holding Successful Meetings	3	P7	P3	P2	L2	L6	P1	L9					
SOML8	Managerial Leadership	Project Management from Start to Finish	3	P5	P9	L5	T7	P1	L10	T4	L9	T4			
SOML9	Managerial Leadership	On Your Mark, Get Set, Motivate!	3	P7	L3	P9	L5	L1	L7	T7	L9				
SOSL1	Supervisory Leadership	Managing Change	3	P2	P9	L5	L7	P1	L10	T4	L9	P3			
SOSL10	Supervisory Leadership	Leading Teams	3	P9	L5	L6	L9	L2	T7						
SOSL11	Supervisory Leadership	The Art of Effective Delegation	3	P3	L5	L1									
SOSL2	Supervisory Leadership	Supervisory Practices	3	P3	P2	L5									
SOSL3	Supervisory Leadership	Professional Ethics	3	P7	P2										
SOSL4	Supervisory Leadership	Employment Law and Supervisory Practices	3	P7	L3	P3									
SOSL5	Supervisory Leadership	Instilling Customer Service Values	3	P3	P5	P9	L5								
SOSL6	Supervisory Leadership	Managing Communication Processes	3	P7	P3	L2	P9	L5							
SOSL7	Supervisory Leadership	Understanding and Managing Generations	3	P7	L3	P3	L2	P9	L5	L1					
SOSL8	Supervisory Leadership	Hiring the Right People	3	P7	L3	P3	P2	L7							
SOSL9	Supervisory Leadership	Managing Employee Performance	3	L5	L1	L7	T7								
SSSB11	Systems Building	Lean Six Sigma Yellow Belt Certification	3	P5	T7	L10	T4	T4							
SSSB8	Systems Building	Six Sigma Yellow Belt Certification	3	P5	T7	L10	T4	T4							

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Course ID	Course Type/Focus	Course Name	Level	Master List Competencies Addressed									
SPAA2	Administrative Assistant	Extraordinary Assistants	3	T1	T5								
SPAA3	Administrative Assistant	The Art of Planning Ahead	3	T1	T10	L10							
SCHE1	Cities on a Hill – Modeling Excellence	The Power of Storytelling	3	P3	P2	P5	L6						
SCHE2	Cities on a Hill – Modeling Excellence	New Ways to Engage Your Citizens	3	T5	P2	P5	P8	P3					
SCHE3	Cities on a Hill – Modeling Excellence	Self-Supporting Recreation	3	T5	P2	P5	P8						
SCHE4	Cities on a Hill – Modeling Excellence	A Simple Way to Decrease Healthcare Costs	3	C8	L7	L8	T5						
SCHE5	Cities on a Hill – Modeling Excellence	Strategic Planning Process	3	L10	T2	T5							
SCHE6	Cities on a Hill – Modeling Excellence	Understanding Zoning 101	3	T5	P2								
SPOP1	Professional-Other Position Specific	ADA Compliance Guidelines for Managers	3	T5	L7	L3							
SPOP6	Professional-Other Position Specific	FMLA Compliance Guidelines for Managers	3	T5	L7								
SSSB1	Systems Building	Introduction to LEAN Management in Government	4	P7	P5	L5	T7	P1	L10	T4	L9	T4	
SSSB12	Systems Building	Lean Six Sigma Green Belt Certification	4	P5	T7	L10	T4	T4					
SSSB2	Systems Building	Budget and Finance for Non-Financial Managers	4	P2	T7	T4	T4						
SSSB3	Systems Building	Strategic Planning	4	P2	T7	T4	L9	P3	T4				
SSSB4	Systems Building	Problem Solving and Decision Making	4	L2	T7	L9	T6						
SSSB5	Systems Building	Creating a Culture of Accountability	4	P7	P2	L2	L7	T7	T4				
SSSB6	Systems Building	Lean Government: Reducing Cost and Improving Quality	4	P5	T7	L10	T4	T4					
SSSB7	Systems Building	Succession Planning	4	L3	L5	L1	L7	T7	P1	L10	L9	T6	
SSSB9	Systems Building	Six Sigma Green Belt Certification	4	P5	T7	L10	T4	T4					
SSTB1	Trust Building	Building Trust in a Diverse Environment	4	P7	L3	P3	P2	L1	L6	L7	P1	L9	
SSTB2	Trust Building	Honing Your Emotional Intelligence	4	P7	P2	L2	L1	L6	P1	L9	T6	P10	
SSTB3	Trust Building	Building High Performance Teams	4	P9	L5	L1	L6	L7	T7	L9			
SSTB4	Trust Building	Coaching for Performance	4	P7	L1	L9	T6	T7	L7				
SSTB5	Trust Building	Constructive Conflict	4	L3	P3	L2	T6	L7					
SSTB6	Trust Building	Managing Relationships	4	P7	L3	P3	L2	L1	L6	L9	T6	L7	
SSTB7	Trust Building	Political Savvy	4	P7	P3	P2	L6	P1	L9	P2			
SSTB8	Trust Building	Dealing with the Media	4	P7	P3	P2	P2	L2					
SELG1	Professional-ELGL Webcasts	Solving Urbanization Problems & Raising Money for Civic Projects	4	T5	P2	P5	P8						
SELG2	Professional-ELGL Webcasts	The New American Dream: Urbanizing the Suburbs	4	T5	P2	P5	P8						
SSLW1	Strategic Leadership Webcasts	Rube's 13 Rules for Leadership (a two-part series)	4	L7	L8	L9	L10						
SSLW2	Strategic Leadership Webcasts	Change Management: Secrets to Creating Real Change in Local Government Organizations	4	P1	L7	L8	L9	L10	P2	P5			
SSLW3	Strategic Leadership Webcasts	Citizen Engagement: Getting the Most from Citizen Engagement Through Collective Wisdom	4	L7	L8	L9	L10	P2	P5				
SSLW4	Strategic Leadership Webcasts	Citizen Service: Five Leadership Principles to Create the Ultimate Customer Experience for Citizens	4	L7	L8	L9	L10	P2	P5				

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Course ID	Course Type/Focus	Course Name	Level	Master List Competencies Addressed									
SSLW5	Strategic Leadership Webcasts	Coaching and Mentoring: Coaching/Mentoring in Local Govt: Leadership Lessons from a Legendary Coach	4	L1	L7	L8	L9	L10					
SSLW6	Strategic Leadership Webcasts	Employee Morale: Seven Essential Leadership Strategies to Boost Employee Performance	4	L7	L8	L9	L10	L4	T7				
SSLW7	Strategic Leadership Webcasts	Leadership: Your Leadership Playbook: Game-Changing Practices for Successful Leaders	4	L7	L8	L9	L10						
SSLW8	Strategic Leadership Webcasts	Managing in the New Normal: Future-Proof Your Organization: The Five Things that Matter Now	4	L7	L8	L9	L10	P1					
SSLW9	Strategic Leadership Webcasts	Strategic Planning: Creating Strategy for Powerful Results	4	L7	L8	L9	L10	T7					
SSSB10	Systems Building	Six Sigma Black Belt Certification	5	P5	T7	L10	T4	T4					
SSSB13	Systems Building	Lean Six Sigma Black Belt Certification	5	P5	T7	L10	T4	T4					
SECS1	Strategic Leadership	All the Devils are Here	5	L7	L8	L9	L10	T4					
SECS10	Strategic Leadership	Multipliers	5	L7	L8	L9	L10	P9					
SECS11	Strategic Leadership	Open Leadership: How Social Technology Can Transform the Way You Lead	5	L7	L8	L9	L10	T8	T9				
SECS12	Strategic Leadership	Switch	5	L7	L8	L9	L10	P1					
SECS13	Strategic Leadership	The Checklist Manifesto	5	L7	L8	L9	L10	T7					
SECS14	Strategic Leadership	The Collaborative Habit: Life Lessons for Working Together	5	L7	L8	L9	L10	L5	L6				
SECS15	Strategic Leadership	The Five Dysfunctions of a Team	5	L7	L8	L9	L10	P9					
SECS16	Strategic Leadership	The Other 90%: How to Unlock Your Vast Untapped Potential for Leadership and Life	5	L7	L8	L9	L10	T6					
SECS17	Strategic Leadership	The Tyranny of E-Mail	5	L7	L8	L9	L10	P3	T8	T9			
SECS18	Strategic Leadership	Tribes	5	L7	L8	L9	L10	L2	L5				
SECS19	Strategic Leadership	Wellbeing: The Five Essential Elements	5	L7	L8	L9	L10	T6					
SECS2	Strategic Leadership	Ask for It: How Women Can Use the Power of Negotiation to Get What They Really Want	5	L7	L8	L9	L10	L3	L6				
SECS20	Strategic Leadership	What Americans Really Want... Really	5	L7	L8	L9	L10	P2	P5				
SECS21	Strategic Leadership	Womenomics	5	L7	L8	L9	L10	L3	L4				
SECS22	Strategic Leadership	Words That Work	5	L7	L8	L9	L10	P3					
SECS23	Strategic Leadership	The Art of Innovation	5	L7	L8	L9	L10						
SECS3	Strategic Leadership	Change the Culture, Change the Game	5	L7	L8	L9	L10						
SECS4	Strategic Leadership	Delivering Happiness	5	L7	L8	L9	L10	P2	P5				
SECS5	Strategic Leadership	Disciplined Dreaming	5	L7	L8	L9	L10	L6					
SECS6	Strategic Leadership	Drive	5	L7	L8	L9	L10	P6	P7				
SECS7	Strategic Leadership	Encouraging the Heart	5	L7	L8	L9	L10	L1					
SECS8	Strategic Leadership	Made to Stick	5	L7	L8	L9	L10	P3	L6				
SECS9	Strategic Leadership	Mastering the Rockefeller Habits	5	L7	L8	L9	L10						

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FPE100	Flood Plain	Flood Plain	Plans Examiner I (NFPA 1031)	2	T5							
NFA050	National Fire Academy	Incident Management	Incident Command System for High Rise Operations (NFA)	3	C10	T5						
NFA038	National Fire Academy	Leadership	Leadership II: Strategies for Personal Success (NFA)	2	L7	L8	L9	L10	L6	T6		
NFA039	National Fire Academy	Leadership	Leadership III: Strategies for Supervisory Success (NFA)	3	L7	L8	L9	L10	L6	T6		
NFA046	National Fire Academy	Leadership	Managing in a Changing Environment (NFA)	3	L7	L8	L9	L10	L6	P1		
NFA047	National Fire Academy	Leadership	Shaping the Future (NFA)	3	L7	L8	L9	L10	L6	P1		
AWR135	Awareness	Cybersecurity	Promoting Community Cybersecurity	3	T9	C5	T5					
AWR136	Awareness	Cybersecurity	Essentials of Community Cybersecurity	3	T9	C5	T5					
AWR138	Awareness	Cybersecurity	Network Assurance	3	T9	C5	T5					
AWR139	Awareness	Cybersecurity	Digital Forensics Basics	3	T9	C5	T5					
AWR168	Awareness	Cybersecurity	Cyber Law and White Collar Crime	4	T9	C5	T5					
AWR169	Awareness	Cybersecurity	Cyber Incident Analysis and Response	4	T9	C5	T5					
AWR173	Awareness	Cybersecurity	Information Security Basics	2	T9	C5	T5					
AWR174	Awareness	Cybersecurity	Cyber Ethics	2	T9	C5	T5					
AWR175	Awareness	Cybersecurity	Information Security for Everyone	2	T9	C5	T5					
AWR176	Awareness	Cybersecurity	Business Information Continuity	3	T9	C5	T5					
AWR177	Awareness	Cybersecurity	Information Risk Management	3	T9	C5	T5					
AWR178	Awareness	Cybersecurity	Secure Software	3	T9	C5	T5					
AWR167	Awareness	Disaster Management	Sport Event Risk Management	3	C10							
AWR213	Awareness	Infrastructure Protection	Critical Infrastructure Key Resources Awareness Course	3	T5	C8						
COD300	Code Enforcement	Technical	Basic Code Enforcement	2	T5							
COD303	Code Enforcement	Technical	International Residential Code	2	T5							
COD305	Code Enforcement	Technical	Code Enforcement Officer II	3	T5							
COD310	Code Enforcement	Technical	International Property Maintenance Code	2	T5							
COD311	Code Enforcement	Technical	International Zoning Code	3	T5							
DMP200	Disaster Management & Preparedness	Disaster Management	Planning and Protecting: Healthcare/Hospital Infrastructure and Personnel	4	C10							
DMP101	Disaster Management & Preparedness	Water	Safe Practices for Water Utilities	2	C10	C8						
EOT225	Environmental Official	Disaster Management	Hazwoper for Clean-Up Operations Training	3	C10	C8						
ENV212	Environmental, Health, and Safety (EHS)	EHS	Hazardous Materials and Waste Shipping (DOT)	2	C10	C8						
ENV213	Environmental, Health, and Safety (EHS)	EHS	Environmental Health and Safety (EHS)	1	C10	C8						
ENV227	Environmental, Health, and Safety (EHS)	EHS	Environmental Site Assessment (ESA Phase I)	3	C10	C8						
ENV228	Environmental, Health, and Safety (EHS)	EHS	Environmental Sampling and Analysis (ESA Phase II)	4	C10	C8						
ENV234	Environmental, Health, and Safety (EHS)	Ethics	Ethics for Engineers	3	C10	C8						
ENV215	Environmental, Health, and Safety (EHS)	Hazmat	Hazardous Waste Management (RCRA) Refresher	3	C10	C8						
ENV214	Environmental, Health, and Safety (EHS)	Stormwater	Stormwater Permitting and Compliance	3	C8	T5						
ENV247	Environmental, Health, and Safety (EHS)	Stormwater	Stormwater Qualified Person	3	C8	T5						
ENV248	Environmental, Health, and Safety (EHS)	Stormwater	Stormwater Construction Activities Qualified Personnel Training	2	C8	T5						
ENV235	Environmental, Health, and Safety (EHS)	Technical	Chemistry for Environmental Professionals	2	C8	T5						

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FSA111	Forensics	Code Enforcement	Courtroom Testimony	3	T5	P3	P2					
FSA101	Forensics	Disaster Management	Forensic Photography I	3	T5	C5	C10					
HAZ005	Hazardous Materials	EHS	Hazwoper for Clean-Up Operations Training	3	C10	C8						
HAZ008	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Incident Command Training	4	C10	C8						
HAZ013	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Awareness Training	1	C10	C8						
HAZ014	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Operations Training	2	C10	C8						
HAZ020	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Technician Training	3	C10	C8						
HAZ026	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Rail Specialist Training	4	C10	C8						
HAZ027	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Highway Specialist Training	4	C10	C8						
HAZ028	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Intermodal Training	3	C10	C8						
HAZ029	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Transportation Specialist Training	4	C10	C8						
HAZ031	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Product Control Training	4	C10	C8						
HAZ033	Hazardous Materials	EHS	NFPA 472 Air Monitoring For Hazardous Materials/Operations Mission Specific Training	5	C10	C8						
HAZ509	Hazardous Materials	EHS	NFPA 472 Hazardous Materials Illicit Laboratory Incidents Training	5	C10	C8						
HEP002	Heavy Equipment	Backhoe	Backhoe Operation	2	T3	T5	C8					
HEP518	Heavy Equipment	Backhoe	Backhoe Operator	2	T3	T5	C8					
HEP273	Heavy Equipment	Forklift	Forklift Operator Training	2	T3	T5	C8					
HEP214	Heavy Equipment	Load and Tie-Down	Equipment Load and Tie Down	1	T3	T5	C8					
HEP258	Heavy Equipment	Load and Tie-Down	Load and Tie-Down Training	1	T3	T5	C8					
HEP209	Heavy Equipment	Loader	Loader Operator	2	T3	T5	C8					
HEP205	Heavy Equipment	Motor Grader	Motor Grader Proficiency	3	T3	T5	C8					
HEP560	Heavy Equipment	Safety	Construction Work Zone Safety for Heavy Equipment Operators	2	T3	T5	C8					
HEP212	Heavy Equipment	Skid-Steer	Skid-Steer Operator	2	T3	T5	C8					
HWS001	Highways & Roadways	Safety	Work Zone Traffic Control (TxDOT Safety Contract)	2	T5	C8						
HWS002	Highways & Roadways	Safety	Work Zone Traffic Control - Open Enrollment	2	T5	C8						
HWS004	Highways & Roadways	Safety	Work Zone Traffic Control Refresher1	2	T5	C8						
HWS005	Highways & Roadways	Safety	Work Zone Traffic Control Refresher2	3	T5	C8						
HWS110	Highways & Roadways	Safety	Flaggers in Work Zones	2	T5	C8						
HWS114	Highways & Roadways	Safety	Train-the-Trainer Flaggers	3	T5	C8						
HWS109	Highways & Roadways	Technical	Introduction to Traffic Signal Operations	1	T5							
HWS112	Highways & Roadways	Technical	Installation and Maintenance of Signs	2	T5							
HWS113	Highways & Roadways	Technical	Installation and Maintenance of Pavement Markings	2	T5							
HWS119	Highways & Roadways	Technical	Design, Installation and Maintenance of Detection Systems	3	T5							
IND010	Industrial	NFPA-Safety	Incident Safety Officer (NFPA 1521) Training	3	C8	C10						
IND014	Industrial	NFPA-Safety	NFPA 472, Annex E, Flammable Liquids Bulk Storage Specialty	3	C8	C10						
IND016	Industrial	NFPA-Safety	NFPA 1081 Industrial Exterior Fire Brigade Training	3	C8	C10						
IND017	Industrial	NFPA-Safety	NFPA 1081 Industrial Interior Firefighting Training	3	C8	C10						
IND103	Industrial	NFPA-Safety	NFPA 1081 Leadership Training	3	C8	C10						

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INP400	Inspection	NFPA-Safety	Fire Inspector I & II (NFPA 1031)	3	C8	C10								
INS100	Instruction	NFPA-Safety	NFPA 1041 Fire Instructor I Training	4	C8	C10								
INS200	Instruction	NFPA-Safety	Fire Instructor II (NFPA 1041)	5	C8	C10								
LET303	Law Enforcement	Communications	Interpersonal Communications in the Correctional Setting	2	P1	P10	L2							
LET455	Law Enforcement	EHS	Drug Impairment and Behavior Recognition for Education Professionals	2	L7	L2	T5							
LET515	Law Enforcement	Instructor Development	Emergency Vehicle Operations Instructor	5	C8	T5	P3							
LET565	Law Enforcement	Instructor Development	Basic Instructor Development	4	P3	L4								
LET566	Law Enforcement	Instructor Development	Basic Instructional Design	4	P3	L4								
LET580	Law Enforcement	Supervision	Field Training Officer	3	P3	L7	L4							
LET585	Law Enforcement	Supervision	First Line Supervisor	2	P3	L7								
LET505	Law Enforcement	Technical	Emergency Vehicle Operations	2	C8	T3								
MGT384	Management	Cybersecurity	The EOC's Role in Community Cybersecurity	4	T9	C5	T5	C10						
MGT385	Management	Cybersecurity	Community Cybersecurity Exercise Planning	4	C10	T5								
MGT310	Management	Disaster Management	Threat and Risk Assessment	2	C10	T2	C8	L2						
MGT312	Management	Disaster Management	Senior Officials Workshop for All-Hazards Preparedness	4	C10	C8								
MGT314	Management	Disaster Management	Enhanced All-Hazards Incident Management/Unified Command	4	C10	L7								
MGT315	Management	Disaster Management	Enhanced Threat and Risk Assessment	3	C10	T2	C8	L2						
MGT317	Management	Disaster Management	Disaster Management for Public Services	3	C10	P2								
MGT318	Management	Disaster Management	Public Information in an All-Hazards Incident	3	C10	P3	P2							
MGT319	Management	Disaster Management	Mass Prophylaxis Preparedness & Planning	3	C10	C8								
MGT341	Management	Disaster Management	Disaster Preparedness for Hospitals and Healthcare Organizations Within the Community Infrastructure	4	C10	T5								
MGT342	Management	Disaster Management	Strategic Overview of Disaster Management for Water and Wastewater Utilities	4	C10	T5								
MGT345	Management	Disaster Management	Disaster Management for Electric Power Systems	3	C10									
MGT346	Management	Disaster Management	EOC Operations and Planning for All Hazards	4	C10									
MGT414	Management	Disaster Management	Advanced Critical Infrastructure Protection	4	C10									
MGT418	Management	Disaster Management	Readiness: Training Identification and Preparedness Planning	4	C10									
MGT347	Management	Incident Management	Incident Command System (ICS) Forms Review	3	C10									
MGT361	Management	Incident Management	Managing Critical Incidents for Higher Education Institutions: A Multi-Disciplinary Community Approach	3	C10									
MGT404	Management	Incident Management	Sports and Special Events Incident Management	3	C10									
MGT412	Management	Incident Management	Sport and Special Event Evacuation Training and Exercise	3	C10									
MGT440	Management	Incident Management	Enhanced Sports and Special Events Incident Management	4	C10									
MGT904	Management	Incident Management	Intermediate ICS-300 for Expanding Incidents	3	C10									
MGT905	Management	Incident Management	Advanced ICS-400 Command and General Staff-Complex Incidents	4	C10									
MGT906	Management	Incident Management	Incident Command System (ICS) Curricula, Train-the-Trainer (L-449)	5	C10									

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MGT343	Management	Water and Wastewater	Disaster Management for Water and Wastewater Utilities	2	C10	T5								
MAR016	Maritime	First Aid-CPR-Safety	First Aid & CPR (TXEESTI-197)	1	C8									
EPP001	Electric Power	Safety	Wood Pole Climbing Techniques	1	C8	T5								
EPP002	Electric Power	Leadership	Leadership and Supervision - 1	2	C8	T5								
EPP004	Electric Power	Technical	Underground Electrical Installation	2	C8	T5								
EPP005	Electric Power	Technical	Underground Electrical Troubleshooting	3	C8	T5								
EPP006	Electric Power	Technical	Underground Electrical Systems	2	C8	T5								
EPP008	Electric Power	Electric Power	Leadership and Supervision - 2	3	C8	T5								
EPP009	Electric Power	Technical	Electric Power Principles	3	C8	T5								
EPP010	Electric Power	Technical	Troubleshooting Customer Line Service Complaints	2	C8	T5								
EPP016	Electric Power	Safety	Hot Line Training 3 - Rubber Gloving	3	C8	T5								
EPP025	Electric Power	Equipment/Safety	Bucket and Digger Truck Operations	2	C8	T5	T3							
EPP026	Electric Power	Technical	Substation Equipment Operations	3	C8	T5	T3							
EPP038	Electric Power	Safety	Hot Line Training 2 - Rubber Gloving	2	C8	T5								
EPP039	Electric Power	Safety	Hot Line Training 1 - Rubber Gloving	1	C8	T5								
EPP235	Electric Power	Technical	Three-Phase Transformers	4	C8	T5								
NFA037	National Fire Academy	Leadership	Leadership I: Strategies for Company Success (NFA)	3	L7	L8	L9	L10						
IMS100	National Incident Management System	Incident Management	FEMA Introduction to the Incident Command System (ICS-100)	1	C10									
IMS120	National Incident Management System	Incident Management	Introduction to ICS, (ICS-100) / Basic ICS, (ICS-200) FEMA Training	2	C10									
IMS200	National Incident Management System	Incident Management	FEMA Incident Command System for Single Resources & Initial Action Incidents ICS-200 training	2	C10									
IMS300	National Incident Management System	Incident Management	ICS-300: Intermediate Incident Command System for Expanding Incidents	3	C10									
IMS313	National Incident Management System	Incident Management	Incident Management/Unified Command for All-Hazards Expanding and Complex Incidents (IMS 313)	4	C10									
IMS320	National Incident Management System	Incident Management	200-FEMA Incident Command System for Single Resources & Initial Action Incidents 300- Intermediate, ICS-300 Expanding Incidents	3	C10									
IMS340	National Incident Management System	Incident Management	FEMA ICS-300 Intermediate ICS for Expanding Incidents & FEMA ICS 400 Advanced ICS, Command and General Staff-Complex Incidents Combined Delivery	3	C10									
IMS344	National Incident Management System	Incident Management	Advanced Incident Management / Unified Command (ICS 400)	4	C10									
IMS400	National Incident Management System	Incident Management	ICS-400 Advanced Incident Command System for Command and General Staff, Complex Incidents and MACS	4	C10									
IMS402	National Incident Management System	Incident Management	Incident Command System Summary for Executives	5	C10									
IMS500	National Incident Management System	Incident Management	IMS-500 (ICS Curriculum Train the Trainer)	5	C10									
IMS650	National Incident Management System	Incident Management	Jurisdictional Crisis Incident Management-Incident Command Post	5	C10									
IMS655	National Incident Management System	Incident Management	Jurisdictional Crisis Emergency Management - Emergency Operations Center (J CEM-EOC) Course	4	C10									
IMS700	National Incident Management System	Incident Management	Introduction to the National Incident Management System (NIMS) IS-700 (FEMA)	1	C10									

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Course ID	Course Type/Focus	Course Name	Level	Level	Master List Competencies Addressed							
IMS710	National Incident Management System	Incident Management	IS-700 Introduction to The National Incident Management System-NIMS, in combination with ICS-100	1	C10							
IMS820	National Incident Management System	Incident Management	IS-800 Intro.to the National Response Plan, in combination with ICS-200	2	C10							
OGT208	Organizational	Awareness	Standardized Awareness Training (AWR-160-SAT)	2	C8							
OGT106	Organizational	Cybersecurity	Cyber Implications for Critical Infrastructure	3	C5	T8	T9					
OSH205	OSHA	Cranes	Cranes in Construction (OSHA 2055)	4	C8	T3						
OSH715	OSHA	Disaster Management	Introduction to Evacuation and Emergency Planning (OSHA 7105)	4	C8							
OSH201	OSHA	EHS	Hazardous Materials (OSHA 2015)	2	C8							
OSH204	OSHA	EHS	Machinery & Machine Guarding Standards (OSHA 2045)	2	C8	T3						
OSH222	OSHA	EHS	Respiratory Protection (OSHA 2225)	2	C8							
OSH225	OSHA	EHS	Principles of Ergonomics (OSHA 2255)	3	C8							
OSH226	OSHA	EHS	Permit-Required Confined Space Entry (OSHA 2264)	3	C8							
OSH301	OSHA	EHS	Excavation, Trenching and Soil Mechanics (OSHA 3015)	2	C8							
OSH309	OSHA	EHS	Electrical Standards (OSHA 3095)	2	C8							
OSH311	OSHA	EHS	Fall Protection (OSHA 3115)	2	C8							
OSH500	OSHA	EHS	Trainer Course in Occupational Safety & Health Standards for the Construction Industry (OSHA 500)	5	C8							
OSH501	OSHA	EHS	Trainer Course in Occupational Safety & Health Standards for General Industry (OSHA 501)	5	C8							
OSH502	OSHA	EHS	Update for Construction Industry Outreach Trainers (OSHA 502)	5	C8							
OSH503	OSHA	EHS	Update for General Industry Outreach Trainers (OSHA 503)	5	C8							
OSH510	OSHA	EHS	Occupational Safety and Health Standards for the Construction Industry (OSHA 510)	2	C8							
OSH511	OSHA	EHS	Occupational Safety and Health Standards for General Industry (OSHA 511)	2	C8							
OSH521	OSHA	EHS	OSHA Guide to Industrial Hygiene (OSHA 521)	2	C8							
OSH700	OSHA	EHS	OSHA Training Guidelines for Safe Patient Handling (OSHA 7000)	3	C8							
OSH701	OSHA	EHS	Introduction to Bolting Safety (OSHA 7110)	2	C8							
OSH705	OSHA	EHS	Public Warehousing and Storage (OSHA 7005)	2	C8							
OSH711	OSHA	EHS	Lockout/Tagout [Controlling Hazardous Energy to Prevent Workplace Injury] (OSHA 7115)	3	C8							
OSH720	OSHA	EHS	Bloodborne Pathogen Exposure Control for Healthcare Facilities (OSHA 7200)	3	C8							
OSH725	OSHA	EHS	Health Hazard Awareness (OSHA 7205)	3	C8							
OSH730	OSHA	EHS	Understanding OSHA's Permit-Required Confined Space Standard (OSHA 7300)	2	C8							
OSH740	OSHA	EHS	Noise in the Construction Industry (OSHA 7400)	3	C8							
OSH745	OSHA	EHS	Fall Hazard Awareness for the Construction Industry (OSHA 7405)	3	C8							

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Course ID	Course Type/Focus	Course Name	Level	Level	Master List Competencies Addressed							
OSH750	OSHA	EHS	Introduction to Safety and Health Management (OSHA 7500)	3	C8							
OSH755	OSHA	EHS	Introduction to Accident [Incident] Investigation (OSHA 7505)	3	C8							
OSH784	OSHA	EHS	Recordkeeping Rule Seminar (OSHA 7845)	3	C8							
PRE001	Preparedness	Preparedness & Readiness	Drills & Exercises	3	C10	C8						
PER212	Preparedness/Emergency Response	Disaster Management	Operational Level Response to HazMat/WMD Incidents (NFPA-472, 2008 Ed.)	3	C10	C8	T5					
PER213	Preparedness/Emergency Response	Technical	Wide Area Search	4	C10	C8	T5					
PRT260	Protection	Cranes	Cranes and Material Handling	3	C8	T5						
PRT123	Protection	EHS	Scaffold Safety	2	C8							
PRT146	Protection	EHS	Legal Aspects for Environmental, Health & Safety Professionals	4	C8							
PRT154	Protection	EHS	Advanced Problem-Solving for Environmental, Health & Safety Professionals	4	C8							
PRT256	Protection	First Aid-CPR-Safety	Medic First Aid and CPR Instructor	5	C8							
PRT129	Protection	Technical	Advanced Accident Investigation	4	C8	T5						
RES002	Rescue	EHS	NFPA 1006 2008 Edition Confined Space Rescue Levels I & II Training	3	C8							
RES004	Rescue	EHS	NFPA 1006 2008 Edition Rope Rescue Level I Training	3	C8							
RES007	Rescue	EHS	NFPA 1006 2008 Edition Rope Rescue Level II Training	4	C8							
RES008	Rescue	EHS	NFPA 1006 Wilderness Rescue Levels I & II Training	3	C8							
RES020	Rescue	EHS	NFPA 1006 2008 Edition Trench Rescue Levels I & II Training	3	C8							
SAF217	Safety	Excavation	Excavation Safety	2	C8							
SAF650	Safety	Technical	Blueprint Reading	2	T5							
SAP102	Security	Communications	Effective Communication and Interviewing	3	C5	P3	P10	L2				
SAP104	Security	Communications	Report Writing and Documentation	3	T5	T1						
ASP143	Supervisory	Incident Management	Enhanced NIMS Incident Command System 300 & 400	3	C8							
ASP243	Supervisory	Incident Management	Command and General Staff Functions for Industrial/Local Incident Management Teams	4	C8							
TAP240	Transportation & Pavement	Safety	Low-Cost Safety Improvements (City/County Roadways)	3	C8							
TAP275	Transportation & Pavement	Safety	Transportation Safety and Tort Liability	4	C8							
TAP209	Transportation & Pavement	Technical	Preventive Maintenance on Asphalt	3	T5							
TAP215	Transportation & Pavement	Technical	Bridge Maintenance	3	T5							
TAP218	Transportation & Pavement	Technical	Culvert Operations	3	T5							
TAP230	Transportation & Pavement	Transportation and Highway Safety	Local Government Project Procedures Qualification for the Texas Department	3	T5							
WWW500	Water & Wastewater	BPAT	Backflow Prevention Assembly Tester's School	3	T5							
WWW501	Water & Wastewater	BPAT	Backflow Prevention Assembly Tester Refresher: Rules and Regulations									
WWW502	Water & Wastewater	BPAT	Backflow Prevention Assembly Testers 16 Hour Continuing Education									
WWW504	Water & Wastewater	BPAT	Backflow Prevention Assembly Tester Refresher: Practical Skills (Hands On)									

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Course ID	Course Type/Focus	Course Name	Level	Level	Master List Competencies Addressed									
WWW505	Water & Wastewater	BPAT	Backflow Prevention Assembly Tester's 24-Hour Continuing Education	3	T5									
WWW202	Water & Wastewater	Confined Space	Confined Space Entry	2	T5									
WWW352	Water & Wastewater	Confined Space	Confined Space Awareness	2	T5									
WWW353	Water & Wastewater	Excavation	Excavation Safety Awareness for Utilities	2	T5									
WWW351	Water & Wastewater	Hazmat	Hazardous Material Awareness	2	T5									
WWW550	Water & Wastewater	Instructor Development	Effective Instructional Techniques	5	T5									
WWW560	Water & Wastewater	Instructor Development	Instructional Design and Evaluation	5	T5									
WWW951	Water & Wastewater	Landscape Irrigator	Landscape Licensed Irrigator Exam	3	T5									
WWW955	Water & Wastewater	Landscape Irrigator	Landscape Irrigation Technician Exam	4	T5									
WWW957	Water & Wastewater	Landscape Irrigator	Landscape Irrigation Inspector Exam	4	T5									
WWW301	Water & Wastewater	On-Site Sewage Facility (OSSF)	OSSF - Aerobic/Surface Application System Operation and Maintenance	4	T5									
WWW302	Water & Wastewater	On-Site Sewage Facility (OSSF)	OSSF - Installer I	3	T5									
WWW304	Water & Wastewater	On-Site Sewage Facility (OSSF)	OSSF - Site Evaluator	4	T5									
WWW207	Water & Wastewater	Technical	Math Basics	1	T5	T1								
WWW101	Water & Wastewater	Wastewater	Basic Wastewater Operations	1	T5									
WWW102	Water & Wastewater	Wastewater	Wastewater Treatment	1	T5									
WWW103	Water & Wastewater	Wastewater	Wastewater Collection	1	T5									
WWW104	Water & Wastewater	Wastewater	Operation of Activated Sludge Plants	3	T5									
WWW105	Water & Wastewater	Wastewater	Wastewater Laboratory	3	T5									
WWW106	Water & Wastewater	Wastewater	Wastewater Technology	3	T5									
WWW113	Water & Wastewater	Wastewater	Intermediate Wastewater Laboratory	4	T5									
WWW115	Water & Wastewater	Wastewater	Industrial Pretreatment	2	T5									
WWW340	Water & Wastewater	Wastewater	Wastewater Operator Test Preparation	2	T5									
WWW360	Water & Wastewater	Wastewater	Applied Math - Hydraulics	4	T5	T1								
WWW450	Water & Wastewater	Wastewater	Basic Wastewater Operations	1	T5									
WWW451	Water & Wastewater	Wastewater	Wastewater Treatment	2	T5									
WWW001	Water & Wastewater	Water	Basic Water Works Operations	1	T5									
WWW002	Water & Wastewater	Water	Groundwater Production	2	T5									
WWW003	Water & Wastewater	Water	Water Distribution	2	T5									
WWW004	Water & Wastewater	Water	Surface Water Production I	2	T5									
WWW007	Water & Wastewater	Water	Water Technology	2	T5									
WWW011	Water & Wastewater	Water	Intermediate Water Laboratory	3	T5									
WWW013	Water & Wastewater	Water	Surface Water Production II	3	T5									
WWW107	Water & Wastewater	Water	Biological Treatment Processes	2	T5									
WWW330	Water & Wastewater	Water	Water Operator Test Preparation	2	T5									
WWW400	Water & Wastewater	Water	Basic Water Works Operations	1	T5									
WWW401	Water & Wastewater	Water	Groundwater Production	3	T5									
WWW470	Water & Wastewater	Water	Basic Water Works Operations (Spanish)	1	T5									
WWW009	Water & Wastewater	Water and Wastewater	Customer Service Inspector	2	T5	P2	P5							
WWW200	Water & Wastewater	Water and Wastewater	Water Utilities Calculations	1	T5									
WWW201	Water & Wastewater	Water and Wastewater	Water Utilities Safety	1	T5									
WWW202	Water & Wastewater	Water and Wastewater	Confined Space Entry	1	T5									
WWW203	Water & Wastewater	Water and Wastewater	Pump and Motor Maintenance	2	T5									
WWW204	Water & Wastewater	Water and Wastewater	Chlorinator Maintenance	2	T5									
WWW205	Water & Wastewater	Water and Wastewater	Identification of Microorganisms	3	T5									
WWW208	Water & Wastewater	Water and Wastewater	Valve and Hydrant Maintenance	2	T5									
WWW212	Water & Wastewater	Water and Wastewater	Applied Confined Space Safety	2	T5									
WWW260	Water & Wastewater	Water and Wastewater	Introduction to Membrane Technology	3	T5									
WWW280	Water & Wastewater	Water and Wastewater	Water Utilities Management	3	T5									
WWW303	Water & Wastewater	Water and Wastewater	OSSF - Installer II	4	T5									
WWW305	Water & Wastewater	Water and Wastewater	OSSF - Designated Representative	5	T5									
WWW354	Water & Wastewater	Water and Wastewater	Work Zone Safety for Utilities	2	T5	C8								
WWW355	Water & Wastewater	Water and Wastewater	Public Water System Security	3	T5									
WWW356	Water & Wastewater	Water and Wastewater	Lockout/Tagout for Utilities	3	T5	C8								
WWW452	Water & Wastewater	Water and Wastewater	Wastewater Collection	3	T5									

Public Works Institute

Course ID	Course Type	Course Name	Level	Master List Competencies Addressed									
PWI-ST51	Supervisory Techniques and Skills	Role of the Supervisor	3	L7	L8	L9	L4						
PWI-ST52	Supervisory Techniques and Skills	Selecting New Employees	3	L7	L8	L9	L4						
PWI-ST53	Supervisory Techniques and Skills	Training New Employees	3	L7	L8	L9	L4						
PWI-ST54	Supervisory Techniques and Skills	Motivating Employees	3	L7	L8	L9	L4	L6					
PWI-ST55	Supervisory Techniques and Skills	Managing Workplace Stress	3	L7	L8	L9	P1	P6					
PWI-ST56	Supervisory Techniques and Skills	Time Management	3	L7	L8	L9	T10						
PWI-ST57	Supervisory Techniques and Skills	Problem Employees	3	L7	L8	L9	L6	L2					
PWI-ST58	Supervisory Techniques and Skills	Conflict Management	3	L7	L8	L9	L6	L2					
PWI-ST59	Supervisory Techniques and Skills	Organizational Culture	3	L7	L8	L9	P1	P2	P7				
PWI-ST510	Supervisory Techniques and Skills	Workplace Safety	3	L7	L8	L9	C8						
PWI-ST511	Supervisory Techniques and Skills	Labor Management Relations	3	L7	L8	L9	P3	L2	L6				
PWI-BMS1	Basic Management Skills	Basic Management Skills	3	L7	L8	L9	L2	L4					
PWI-BMS2	Basic Management Skills	Delegation and Empowerment of Employees	3	L7	L8	L9	L5						
PWI-BMS3	Basic Management Skills	Understanding of Line-Staff Roles and Relationships	3	L7	L8	L9							
PWI-BMS4	Basic Management Skills	Basic Organizational Design	3	L7	L8	L9							
PWI-BMS5	Basic Management Skills	Introduction to Public Works Process	3	L7	L8	L9	T5	P2					
PWI-BMS6	Basic Management Skills	Information and Records Management	3	L7	L8	L9	T5	P3	T1				
PWI-BMS7	Basic Management Skills	Creating Action Plans	3	L7	L8	L9	T10	L10					
PWI-BMS8	Basic Management Skills	APWA Self Assessment	3	L7	L8	L9	T7	L10					
PWI-BMS9	Basic Management Skills	Maintenance Management Systems	3	L7	L8	L9	T5						
PWI-COS1	Communication Skills	Conducting Effective Meetings	3	L7	L8	L9	P3						
PWI-COS2	Communication Skills	Formal and Informal Business Communication	3	P3	T1								
PWI-COS3	Communication Skills	Business Letters	3	P3	T1								
PWI-COS4	Communication Skills	Report Writing	3	P3	T1								
PWI-COS5	Communication Skills	Public Relations Overview	3	P3	P2	P5							
PWI-COS6	Communication Skills	Presentation Skills	3	P3									
PWI-LSK1	Leadership Skills	Leadership Core Competencies	3	L6	L7	L8	L9	L10					
PWI-LSK2	Leadership Skills	Leadership Styles	3	L6	L7	L8	L9	L10					
PWI-LSK3	Leadership Skills	Team Development	3	L6	L7	L8	L9	L10	L4	P9			
PWI-LSK4	Leadership Skills	Ethics	3	P7	L6								
PWI-LSK5	Leadership Skills	Defining Excellence	3	P8	T2								
PWI-LSK6	Leadership Skills	Organizational Self Assessment	3	L6	L7	L8	L9	L10	T5				
PWI-CCS1	Community Service/ Customer Orientation Skills	Customer Service	3	P2	P3	P5							
PWI-CCS2	Community Service/ Customer Orientation Skills	Dealing with Internal and External Customers	3	P2	P3	P5							
PWI-CCS3	Community Service/ Customer Orientation Skills	Community Diversity and Service	3	P2	P3	P5	L3						
PWI-CCS4	Community Service/ Customer Orientation Skills	Public Relations	3	P2	P3	P5							
PWI-CCS5	Community Service/ Customer Orientation Skills	Media Relations	3	P2	P3	P5							
PWI-LEU1	Legal Understanding	Contract Regulations	3	T10	T5	T4	T1						
PWI-LEU2	Legal Understanding	Administering Contracts	3	T10	T5	T4	T1	T2					
PWI-LEU3	Legal Understanding	Employment and Safety Laws	3	T10	T5	L7	T2						
PWI-LEU4	Legal Understanding	Environmental Legislation	3	C8	T5	T2							
PWI-LEU5	Legal Understanding	Whistle-Blower Protection	3	L7	T5	L2							
PWI-FOG1	Fundamentals of Government	Fundamentals of Government	3	P2									
PWI-FOG2	Fundamentals of Government	The Regulatory Process	3	P2									
PWI-FOG3	Fundamentals of Government	Roles of Local, State, and Federal Legislative- Executive Bodies	3	P2									
PWI-FIN1	Finance	Finance and Budgeting	3	T4	T10	L10	T2						
PWI-FIN2	Finance	Purchasing/Inventory Management	3	T4	T10	L10	T1						
PWI-RMS1	Resource Management Skills	Strategic Planning	3	L10	T2								
PWI-RMS2	Resource Management Skills	Creative Decision Making	3	T2	L6	L9							
PWI-RMS3	Resource Management Skills	Basic Project Management	3	L7	T4	T10							
PWI-RMS4	Resource Management Skills	Effective Crew Scheduling	3	T10	L7								
PWI-RMS5	Resource Management Skills	Contracting/Bidding	3	T1	T4								
PWI-RMS6	Resource Management Skills	Consultant Management	3	T10	T4	T1	T2						

Public Works Institute

Course ID	Course Type	Course Name	Level	Master List Competencies Addressed							
PWI-PWO1	Public Works Operations	Transportation	3	T5	L7						
PWI-PWO2	Public Works Operations	Right-of-Way/Utility/One-Call	3	T5	C8						
PWI-PWO3	Public Works Operations	Solid Waste Management	3	T5	L7	L6	L10				
PWI-PWO4	Public Works Operations	Emergency Management	3	T5	C10	L6					
PWI-PWO5	Public Works Operations	Facilities and Grounds	3	T5	L7						
PWI-PWO6	Public Works Operations	Potable Water	3	T5	L7						
PWI-PWO7	Public Works Operations	Wastewater	3	T5	L7						
PWI-PWO8	Public Works Operations	Stormwater/Flood Management Master Plan	3	T5	L7						
PWI-PWO9	Public Works Operations	Engineering and Technology	3	T5	T8	T9	L7				
PWI-PWO10	Public Works Operations	Equipment and Fleet Management	3	T5	T3	L7					
PWI-PWO11	Public Works Operations	The Human Equation in Public Works	3	T5	L7						

**Targeted Professional Development Model Project
Presented to the City of Houston**

**Brant Gary
April 2015**

Section 7: Competency Descriptions and Levels with Development Tools

The competencies and corresponding levels are broken out along with the identified developmental tools for each competency/level. The generic use of the COH items is a place holder for orientation and custom/non-traditional development tools.

Leadership		Core values, attributes, and skills needed to motivate and direct other employees as needed to accomplish higher level goals.										
Comp. ID	Competency/ Attribute	Comp. Level	Developmental Tools Addressing the Specific Levels of the Identified Competencies/Attributes									
L1	Coaching and Mentoring	Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	EBB12	EBM7	EBGS10						
		Level 3	COH2-3	EBM3	SOML1	SOSL11	SOML10	SOSL7	SOML9	SOSL9		
		Level 4	COH2-4	SSSB7	SSTB1	SSTB2	SSTB3	SSTB4	SSTB6	EBB5	EBM4	
		Level 5	COH2-5	EBM24	SECS7							
L2	Conflict Resolution	Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	SRCS1	SRCS3	SRCS4	SRCS7	SRCS8	SRCS6	SPLW1	EBB12	
			EBB3	EBGS4	SRHR2	SRHR6	SRHR7	SRHR10	SPOP12	LET455	LET303	
			MGT310									
		Level 3	COH2-3	SOML1	SOSL10	SOML2	SOML6	SOML6	SOSL6	SOML7	SOSL7	
			PWI-ST57	PWI-ST58	PW-ST511	PW-BMS1	EBM19	EBM22	EBM3	EBB8	MGT315	
		SAP102										
		Level 4	COH2-4	SSSB4	SSSB5	SSTB8	SSTB2	SSTB5	SSTB6	EBM4		
Level 5	COH2-5											
L3	Diversity Commitment	Level 1	COH2-1	COH1-1	SRHR3	SRHR4	SRHR5	SPOP16				
		Level 2	COH2-2	SRCS1	SRCS3	SRCS7	SRCS8	SRHR1	SRHR2	SRHR9	SRHR11	
			EBB12	EBM17	EBB11	SPOP2						
		Level 3	COH2-3	SOSL4	SOML4	SOSL7	SOSL8	SOML9	SPOP1	PWI CCS3	EBM18	
		Level 4	COH2-4	EBB5	SSSB7	SSTB1	SSTB5	SSTB6				
		Level 5	COH2-5	SECS2								
L4	Employee Development	Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	EBM7	EBM10	EBM23	EBB11	EBM12	EBM21	SPLW1		
		Level 3	COH2-3	EBM18	EBM11	LET580						
			COH2-4	EBM4	EBB5	EBM16	PWI STS2	PWI STS3	PWI STS4	PW BMS1	PWI LSK3	
		PWI LSK6	SSLW6	LET565	LET566							
		Level 5	COH2-5	EBM24								
L5	Empowerment and Delegation	Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	EBM23	EBM12	EBM21						
		Level 3	COH2-3	SOML1	SOSL10	SOSL11	SOML10	SOSL2	SOSL1	SOSL5	SOSL6	
			SOSL7	SOML8	SOML9	SOSL9	EBM11	EBB6	PWI-BMS2			
		Level 4	COH2-4	SSSB7	SSTB3	SSSB1	EBB5	EBM16				
		Level 5	COH2-5	SECS14								
L6	Judgment/ Decision Making/ Influence											
		Level 1	COH2-1	COH1-1	SRHR3	SRHR5	SPOB1					
		Level 2	COH2-2	EBM12	EBM23	SRHR8	SRHR10	SPLW14	SPLW3	NFA038		
		Level 3	COH2-3	EBM19	EBM11	EBB6	PWI STS4	PWI STS7	PWI STS11	PW LSK1	PWI LSK2	
			SOML2	SCHE1	SOML4	SOML6	SOML7	SOSL10	PWI LSK3	PW LSK4	PWI PW03	
		PWI-PW04	PWI-RMS2	NFA039	NFA046	NFA047						
		Level 4	COH2-4	EBM16	SSTB7	SSTB2	SSTB3	SSTB1	SSTB6			
Level 5	COH2-5	SECS14	SECS2	SECS5	SECS8							

Leadership		Core values, attributes, and skills needed to motivate and direct other employees as needed to accomplish higher level goals.										
Comp. ID	Competency/Attribute	Comp. Level	Developmental Tools Addressing the Specific Levels of the Identified Competencies/Attributes									
L7	Human Capital Management	Level 1	COH2-1	COH1-1	SPOB1	SPOP16						
		Level 2	COH2-2	EBB12	EBM7	EBM17	EBM12	EBB9	EBB11	EBM2	EBM10	
			EBM23	EBM23	EBM10	EBM9	EBM21	SPLW3	SPOP12	SPOP15	SPOP2	
			SPOP4	SPOP5	SPOP7	SPOP8	SRHR11	SPLW1	SPLW14	SRHR6	NFA038	
		LET455	LET585									
		Level 3	COH2-3	SOSL9	SOSL1	SOML10	SOSL8	SOML9	EBM3	EBM11	EBM5	
			EBM22	EBM18	EBB13	EBB6	PW -PWO5	PW -PWO6	PWI-PWO7	PWI-PWO8	PWI-PWO9	
			PWI-STS1	PWI-STS2	PW -STS3	PWI-STS4	PWI-STS5	PWI-STS6	PW -STS7	PW -STS8	PWI-STS9	
			PW -STS10	PWI-STS11	PWI-BMS1	PW -BMS2	PWI-BMS3	PWI-BMS4	PWI-BMS5	PW -BMS6	PW -BMS7	
			PW -BMS8	PWI-BMS9	PW -COS1	PWI-LSK1	PWI-LSK2	PWI-LSK3	PW -LSK6	PWI-LEU3	PW -LEU5	
			PWI-PWO10	PW -PWO11	PWI-PWO1	PWI-PWO3	PWI-RMS4	PWI-RMS3	SOML9	SOSL9	SPOP1	
			SOML10	SPOP6	SOSL1	SCHE4	SOSL8	LET580	NFA039	NFA046	NFA047	
			NFA037									
		Level 4	COH2-4	EBM4	EBB5	EBM16	SSTB1	SSTB3	SSTB4	SSTB5	SSTB6	
			SSSB5	SSSB7	SSLW1	SSLW2	SSLW3	SSLW4	SSLW5	SSLW6	SSLW7	
		SSLW8	SSLW9	MGT314								
		Level 5	COH2-5	EBM24								
		L8	Problem Solving	Level 1	COH2-1	COH1-1	SPOP16					
		Level 2	COH2-2	EBGS4	EBM23	SPOP15	NFA038					
		Level 3	COH2-3	EBM19	EBB6	PW -BMS8	PWI-BMS9	PWI-COS1	PW -LSK1	PW -LSK2	PWI-LSK3	
			PWI-STS1	PWI-STS2	PW -STS3	PWI-STS4	PWI-STS5	PWI-STS6	PW -STS7	PW -STS8	PWI-STS9	
			PW -STS10	PWI-STS11	PWI-BMS1	PW -BMS2	PWI-BMS3	PWI-BMS4	PWI-BMS5	PW -BMS6	PW -BMS7	
			PWI-LSK6	SCHE4	NFA039	NFA046	NFA047	NFA037				
		Level 4	COH2-4	SSLW1	SSLW2	SSLW3	SSLW4	SSLW5	SSLW6	SSLW7	SSLW8	
			SSLW9									
		Level 5	COH2-5									
L9	Creativity, Innovation, and Vision											
		Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	NFA038								
		Level 3	COH2-3	SOSL10	SOML2	SOML3	SOSL1	SOML4	SOML6	SOML7	SOML8	
			EBM6	EBM18	EBM3	EBB4	PWI-LSK1	PWI-LSK2	PW -LSK3	PW -LSK6	PW -RMS2	
			PWI-STS1	PWI-STS2	PW -STS3	PWI-STS4	PWI-STS5	PWI-STS6	PW -STS7	PW -STS8	PWI-STS9	
			PW -STS10	PWI-STS11	PWI-BMS1	PW -BMS2	PWI-BMS3	PWI-BMS4	PWI-BMS5	PW -BMS6	PW -BMS7	
			PW -BMS8	PWI-BMS9	PW -COS1	SOML9	NFA039	NFA046	NFA047	NFA037		
		Level 4	COH2-4	SSSB1	SSSB3	SSSB4	SSSB7	SSTB7	SSTB1	SSTB2	SSTB3	
			SSTB4	SSTB6	SSLW1	SSLW2	SSLW3	SSLW4	SSLW5	SSLW6	SSLW8	
			SSLW9									
Level 5	COH2-5											
L10	Strategic Planning	Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	EBB11	EBB9	EBM2	EBB7	EBM9	EBM20	NFA038		
		Level 3	COH2-3	SSSB8	SSSB11	SPAA3	SOML3	SOSL1	SOML6	SCHE5	SOML8	
			EBM6	EBB4	EBM13	EBB6	PWI-BMS7	PWI-BMS8	PW -LSK1	PW -LSK2	PWI-LSK3	
			PWI-LSK6	PW -PWO3	PWI-RMS1	PW -FIN2	PWI-FIN1	EBM18	EBB8	NFA039	NFA046	
			NFA047	NFA037								
		Level 4	COH2-4	SSSB1	SSSB12	SSSB6	SSSB7	SSSB9	EBM4	SSLW1	SSLW2	
			SSLW3	SSLW4	SSLW5	SSLW6	SSLW7	SSLW8				
Level 5	COH2-5	SSSB10	SSSB13	EBM24								

Technical		The required abilities needed to successfully perform a job. These are skills that are needed to be performed or to provide a background to perform the necessary daily tasks of the position.									
Comp. ID	Competency/Attribute	Comp. Level	Developmental Tools Addressing the Specific Levels of the Identified Competencies/Attributes								
T1	Administrative Skills	Level 1	COH2-1	COH1-1	SPOP11	SPOP17	SPOP18	STTU1	STTU2	STTU3	WWW207
		Level 2	COH2-2								
		Level 3	COH2-3	PWI-BMS6	PW-COS2	PW-COS3	PWI-COS4	PWI-LEU1	PWI-LEU2	PW-RMS6	PWI-RMS5
		Level 4	COH2-4	PW-FIN2	SPAA2	SAP104					
		Level 5	COH2-5	WWW360							
T2	Analytical Skills/Cognitive Ability	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	SRCs2	SRCs3	SRCs4	SPAA1	SPOP3	MGT310		
		Level 3	COH2-3	PWI-LSK5	PWI-LEU2	PWI-LEU3	PWI-LEU4	PWI-LEU5	PW-RMS6	PW-RMS2	PWI-RMS1
		Level 4	COH2-4	PW-FIN1	SCHE5	MGT315					
		Level 5	COH2-5								
T3	Equipment Skills	Level 1	COH2-1	COH1-1	HEP214	HEP258					
		Level 2	COH2-2	HEP002	HEP518	HEP273	HEP209	HEP560	HEP212	LET505	OSH204
		Level 3	COH2-3	PW-PWO10	EPP026	HEP205					
		Level 4	COH2-4	OSH205							
		Level 5	COH2-5								
T4	Fiscal Analysis & Management	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2								
		Level 3	COH2-3	SSSB8	SOML10	SSSB11	SOML3	SSSL1	SOML6	SOML8	PWI-LEU2
		Level 4	COH2-4	PW-RMS6	PWI-RMS5	PWI-RMS3	PW-FIN2	PWI-FIN1	EBGS7	EBGS9	
		Level 5	COH2-5	SOML3	SSSB1	SSSB5	SSSB12	SSSB2	SSSB3	SSSB6	SSSB9
T5	Acquisition and Application of Job Knowledge	Level 1	COH2-1	COH1-1	EBGS3	SRHR3	SRHR4	SRHR5	SPOP16	SPOP17	SPOP18
			STTU1	STTU2	STTU3	WWW200	WWW201	WWW202	HEP214	HEP258	EPP001
			HWS109	WWW207	WWW101	WWW102	WWW103	WWW450	WWW001	WWW400	WWW470
			EPP039								
			COH2-2	EBGS1	EBGS2	EBM23	EBB9	EBM12	EBM1	SPOP15	SPOP2
		Level 2	SPOP4	SPOP5	SPOP7	SPOP8	SPOP9	SPAA1	HWS113	SAF650	FPE100
			MGT343	COD300	COD303	COD310	HWS001	HWS002	HWS004	HWS110	HWS112
			HWS113	SAF650	WWW202	WWW352	WWW353	WWW351	WWW115	WWW340	WWW451
			WWW002	WWW003	WWW004	WWW007	WWW107	WWW330	WWW009	WWW203	WWW204
			WWW208	WWW212	WWW354	ENV248	ENV235	HEP002	HEP518	HEP273	HEP209
			HEP560	HEP212	EPP002	EPP004	EPP006	EPP010	EPP025	EPP038	LET455
			AWR173	AWR174	NFA038	AWR173	AWR174	AWR175			
			COH2-3	EBM11	PWI-BMS5	PWI-BMS6	PWI-BMS9	PW-LSK6	PWI-LEU1	PW-LEU2	PWI-LEU3
			PWI-LEU4	PWI-LEU5	PWI-PWO3	PWI-PWO4	PWI-PWO5	PWI-PWO6	PW-PWO7	PW-PWO8	PWI-PWO9
			PWI-PWO10	PW-PWO11	PWI-PWO1	PWI-PWO2	SPAA2	SPOP6	SCHE2	SCHE3	SCHE4
		Level 3	SCHE5	SCHE6	SPOP1	NFA050	ENV214	ENV247	HEP205	EPP005	EPP008
			EPP009	EPP016	EPP026	PRT260	AWR135	AWR136	AWR138	AWR139	AWR176
			AWR177	AWR178	PER212	AWR213	COD305	COD311	FSA111	FSA101	HWS005
			HWS114	HWS119	SAP104	TAP209	TAP215	TAP218	TAP230	WWW500	WWW501
			WWW502	WWW504	WWW505	WWW951	WWW302	WWW104	WWW105	WWW106	WWW011
			WWW013	WWW401	WWW205	WWW260	WWW280	WWW355	WWW356	WWW452	
			COH2-4	EBM16	SELG1	SELG2	MGT385	MGT341	MGT342	EPP235	PRT129
		Level 4	AWR168	AWR169	MGT384	PER213	WWW955	WWW957	WWW301	WWW304	WWW113
		Level 5	WWW360	WWW303							
			COH2-5	WWW550	WWW560	WWW305					

Technical		The required abilities needed to successfully perform a job. These are skills that are needed to be performed or to provide a background to perform the necessary daily tasks of the position.										
Comp. ID	Competency/ Attribute	Comp. Level	Developmental Tools Addressing the Specific Levels of the Identified Competencies/Attributes									
T6	Continual Learning	Level 1	COH2-1	COH1-1	SPOP10							
		Level 2	COH2-2	NFA038								
		Level 3	COH2-3	NFA039								
		Level 4	COH2-4	SSSB4	SSSB7	SSTB2	SSTB4	SSTB5	SSTB6			
		Level 5	COH2-5	SECS16								
T7	Performance Measurement/ Tracking	Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	EBM7	EBB9	EBM2						
		Level 3	COH2-3	SOML3	SSSB8	SSSB11	SOML6	SOSL10	SOML8	SOSL9	SOML4	
			SOML10	SOML9	SOML1	EBB6	EBM14	EBM3	PW-BMS8			
		Level 4	COH2-4	SSSB1	SSSB12	SSSB2	SSSB3	SSSB4	SSSB5	SSSB6	SSSB7	
			SSSB9	SSTB3	SSTB4	SSLW6	SSLW9					
T8	Technical/ Computer Skills	Level 5	COH2-5	SSSB10	SSSB13	SECS13						
		Level 1	COH2-1	COH1-1	EBDCA2	EBDCA7	EBDCA9	EBDCA10	EBDCA13	STTU1	STTU2	
			STTU3									
		Level 2	COH2-2	EBDCA1	EBDCA3	EBDCA8	EBDCA11	EBDCA14				
		Level 3	COH2-3	EBDCA4	EBDCA6	EBDCA12	EBDCA15	PWI-PWO9	OGT106			
T9	Technology Management	Level 4	COH2-4	EBDCA5								
		Level 5	COH2-5	SECS11								
		Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	AWR173	AWR174	AWR175						
		Level 3	COH2-3	PWI-PWO9	OGT106	AWR135	AWR136	AWR138	AWR139	AWR176	AWR177	
AWR178												
Level 4	COH2-4		AWR168	AWR169	MGT384							
T10	Work Planning and Organization	Level 5	COH2-5	SECS11								
		Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	EBB7	EBM1	EBM9	EBM20	EBM12	SPOP13			
		Level 3	COH2-3	EBM13	EBM11	EBB6	PW-ST56	PWI-BMS7	PWI-LEU1	PW-LEU2	PWI-LEU3	
			PW-RMS6	PWI-RMS4	PWI-RMS3	PWI-FN2	PWI-FN1	SPAA3				
Level 4	COH2-4	EBM16	EBB5									
	Level 5	COH2-5	EBM24									

Personal		The values and evidence of proper judgment needed as it relates to the expectations of the position.									
Comp. ID	Competency/Attribute	Comp. Level	Developmental Tools Addressing the Specific Levels of the Identified Competencies/Attributes								
P1	Adaptability	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	EBB7	SPLW14	LET303					
		Level 3	COH2-3	SOML5	SOML3	SOSL1	SOML6	SOML8	SOML2	SOML7	SOML4
				SOML1	EBB8	EBM3	EBB6	PWI-ST55	PWI-ST59	NFA046	NFA047
		Level 4	COH2-4	SSSB1	SSSB7	SSTB7	SSTB1	SSTB2	SSLW2	SSLW3	SSLW4
		Level 5	COH2-5	SECS12							
P2	Public Service Motivation & Awareness	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	SRCS1	SRCS2	SRCS3	SRHR9	SRCS8	EBB1	EBGS10	EBGS5
				EBGS8	WWW009						
		Level 3	COH2-3	SOSL1	SOML6	SOSL2	SOSL3	SOML2	SOML7	SOSL8	SOML5
				SOML2	SOML4	EBB10	PW-ST59	PW-BMS5	PWI-COS5	PWI-CCS1	PWI-CCS2
		Level 4	COH2-4	SSSB2	SSSB3	SSSB5	SSTB7	SSTB7	SSTB8	SSTB8	SELG1
P3	Communication (Oral & Written)	Level 1	COH2-1	COH1-1	EBGS6	SRHR3	SRHR4	SRHR5	SPOB1	SPOP11	SPOP17
		Level 2		SPOP18							
			COH2-2	SRCS1	SRCS2	SRCS7	SRCS8	SRCS6	SRHR1	SRHR2	SPOP12
		Level 3		EBM21	SRHR6	SRHR7	SRCS3	SRCS4	SRHR9	EBGS5	EBB2
			COH2-3	SOML1	SOSL11	SOML2	SOSL2	SOML3	SCHE1	SOSL4	SOSL1
		Level 4	COH2-4	SSSB3	SSTB7	SSTB8	SSTB1	SSTB5	SSTB6	EBM15	LET565
P4	Cooperation	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	EBGS10							
		Level 3	COH2-3	EBM3	EBB13						
		Level 4	COH2-4								
		Level 5	COH2-5								
P5	Citizen/Customer Focus & Awareness	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	SRCS1	SRCS3	SRCS4	SRCS5	SRCS7	SRCS8	SRCS6	SRHR9
				SRHR1	SRHR7	EBGS5	EBGS8	WWW009			
		Level 3	COH2-3	SSSB8	SOML10	SSSB11	SOML3	SCHE1	SCHE2	SOSL5	SCHE3
		Level 4	COH2-4	PWI-COS5	PW-CCS1	PW-CCS2	PWI-CCS3	PWI-CCS4	PWI-CCS5	EBM6	EBB10
		Level 5	COH2-5	SSSB10	SSSB13	SECS20					

Personal		The values and evidence of proper judgment needed as it relates to the expectations of the position.									
Comp. ID	Competency/Attribute	Comp. Level	Developmental Tools Addressing the Specific Levels of the Identified Competencies/Attributes								
P6	Dependability/Commitment	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	SPLW3							
		Level 3	COH2-3	EBM3	EBM6	PWI STS5					
		Level 4	COH2-4								
		Level 5	COH2-5	SECS6							
P7	Ethics and Values	Level 1	COH2-1	COH1-1	SRHR3	SRHR4	SRHR5	SPOB1			
		Level 2	COH2-2	SRCS1	SRCS4	SRCS5	SRCS8	SRHR1	SRHR2	SRHR8	SRHR9
		Level 3	COH2-3	SOML1	SOML10	SOML2	SOSL3	SOSL4	SOML4	SOSL6	SOML7
		Level 4	COH2-4	SSSB1	SSSB5	SSTB7	SSTB8	SSTB1	SSTB2	SSTB4	SSTB6
		Level 5	COH2-5	SECS6							
P8	Entrepreneurship (Above & Beyond)	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2								
		Level 3	COH2-3	EBM18	EBM6	PWI LSK5	SCHE2	SCHE3			
		Level 4	COH2-4	SELG1	SELG2						
		Level 5	COH2-5								
P9	Teamwork	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	EBM8	EBM2						
		Level 3	COH2-3	SOML1	SOSL10	SOSL1	SOSL5	SOSL6	SOSL7	SOML8	SOML9
		Level 4	COH2-4	SSTB3	EBM16						
		Level 5	COH2-5	SECS10	SECS15						
P10	Interpersonal Skills	Level 1	COH2-1	COH1-1	SPOP11	LET303					
		Level 2	COH2-2	EBB12	EBGS4	EBM21	EBM2	EBM8	EBGS10	SPOP12	SPOP3
		Level 3	COH2-3	EBB3	EBM14	EBM5	EBM22	EBM3	EBM11	EBB4	EBB10
		Level 4	COH2-4	EBB5	EBM16	SSTB2					
		Level 5	COH2-5	EBM24							

Credentials		The prerequisites for a position that include educational, professional experience, training courses/certifications, and other relevant items that provide a baseline of knowledge exclusive of specific on-the-job skills and tasks.									
Comp. ID	Competency/Attribute	Comp. Level	Developmental Tools Addressing the Specific Levels of the Identified Competencies/Attributes								
C1	Professional/Skill Certifications	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	COH1-2							
		Level 3	COH2-3	COH1-3							
		Level 4	COH2-4	COH1-4							
		Level 5	COH2-5	COH1-5							
C2	Education	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	COH1-2							
		Level 3	COH2-3	COH1-3							
		Level 4	COH2-4	COH1-4							
		Level 5	COH2-5	COH1-5							
C3	Experience	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	COH1-2							
		Level 3	COH2-3	COH1-3							
		Level 4	COH2-4	COH1-4							
		Level 5	COH2-5	COH1-5							
C4	Foreign Language	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	COH1-2							
		Level 3	COH2-3	COH1-3							
		Level 4	COH2-4	COH1-4							
		Level 5	COH2-5	COH1-5							
C5	Security Clearance/Background	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	COH1-2	AWR173	AWR174	AWR175				
		Level 3	COH2-3	COH1-3	AWR135	AWR136	AWR138	AWR139	AWR176	AWR177	AWR178
		Level 4	COH2-4	COH1-4	AWR168	AWR169	MGT384				
		Level 5	COH2-5	COH1-5							
C6	Physical Skills	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	COH1-2							
		Level 3	COH2-3	COH1-3							
		Level 4	COH2-4	COH1-4							
		Level 5	COH2-5	COH1-5							
C7	Occupational Licensing	Level 1	COH2-1	COH1-1							
		Level 2	COH2-2	COH1-2							
		Level 3	COH2-3	COH1-3							
		Level 4	COH2-4	COH1-4							
		Level 5	COH2-5	COH1-5							

Credentials		The prerequisites for a position that include educational, professional experience, training courses/certifications, and other relevant items that provide a baseline of knowledge exclusive of specific on the job skills and tasks.										
Comp. ID	Competency/Attribute	Comp. Level	Developmental Tools Addressing the Specific Levels of the Identified Competencies/Attributes									
C8	Safety Awareness & Responsibilities	Level 1	COH2 1	COH1 1	EBGS3	SPOP14	SPOP16	MAR016	EPP001	EPP039	HEP258	
			ENV213	HAZ013	HEP 214							
		Level 2	COH2 2	COH1 2	SRHR6	SPOP12	SPOP15	ENV248	ENV235	LET 505	OSH222	
			EPP002	EPP004	EPP006	EPP010	EPP025	EPP038	OGT208	OSH201	OSH204	
			OSH301	OSH309	OSH311	OSH510	OSH511	OSH521	OSH701	OSH705	PRT123	
			SAF217	DMP101	ENV212	HAZ014	HWS001	HWS002	HWS004	HWS110	WWW354	
			HEP002	HEP518	HEP273	HEP209	HEP560	HEP212	MGT310			
		Level 3	COH2-3	COH1-3	PWI-STS10	PWI-LEU4	PWI-PWO2	AWR213	EOT225	ENV227	ENV234	
			ENV215	HAZ005	HAZ020	HAZ028	HWS005	HWS114	MGT319	PRE001	PER212	
			WWW356	HEP205	MGT315	ENV214	ENV247	IND010	IND014	IND016	ND017	
			IND103	NP400	EPP005	EPP008	EPP009	EPP016	EPP026	OSH225	OSH226	
			OSH700	OSH711	OSH720	OSH725	OSH730	OSH740	OSH745	OSH750	OSH755	
			OSH784	PRT260	RES002	RES004	RES008	RES020	ASP143	TAP240		
		Level 4	COH2-4	COH1-4	ENV228	HAZ008	HAZ026	HAZ027	HAZ029	HAZ031	MGT312	
			PER213	INS100	EPP235	OSH205	OSH715	PRT146	PRT154	PRT129	RES007	
			ASP243	TAP275								
		Level 5	COH2-5	COH1-5	NS200	LET515	OSH500	OSH501	OSH502	OSH503	PRT256	
C9	Federal (EEO) Skills Classification	Level 1	COH2-1	COH1-1								
		Level 2	COH2-2	COH1-2								
		Level 3	COH2-3	COH1-3								
		Level 4	COH2 4	COH1 4								
		Level 5	COH2-5	COH1-5								
C10	Emergency Response Classification/Responsibility	Level 1	COH2-1	COH1-1	ENV213	HAZ013	IMS100	IMS700	MS710			
		Level 2	COH2-2	COH1-2	SPOP13	DMP101	ENV212	HAZ014	MGT310	MGT343	IMS120	
			MS200	IMS820								
		Level 3	COH2-3	COH1-3	PWI-PWO4	IND010	ND014	IND016	IND017	IND103	INP400	
			FSA101	NFA050	AWR167	EOT225	ENV227	ENV234	ENV215	HAZ005	HAZ020	
			HAZ028	MGT315	MGT317	MGT318	MGT319	MGT345	MGT347	MGT361	MGT404	
			MGT412	MGT904	MS300	IMS320	IMS340	PRE001	PER212			
		Level 4	COH2-4	COH1-4	NS100	MGT384	DMP200	ENV228	HAZ008	HAZ026	HAZ027	
			HAZ029	HAZ031	MGT385	MGT312	MGT314	MGT341	MGT342	MGT346	MGT414	
		Level 5	MGT418	MGT440	MGT905	IMS313	IMS344	IMS400	MS655	PER213		
			COH2-5	COH1-5	HAZ033	HAZ509	MGT906	IMS402	MS500	IMS650		

Section 9: Example of Application of the Model

This document represents an application of the model identifying necessary areas for training in this example of a Field Supervisor position plan for training to meet the requirements and expectations of a Section Chief. The yellow and red areas are specific areas where a professional development plan should focus. This approach allows for a targeted plan that makes the most use of allocated resources for professional development.

Field Supervisor to Section Chief (Example)

Master List #	Master List	Field Supervisor	Section Chief
L1	Coaching and Mentoring	2	3
L2	Conflict Resolution	3	3
L3	Diversity Commitment	2	3
L4	Employee Development	2	3
L5	Empowerment and Delegation	2	3
L6	Judgment/Decision Making/Influence	2	3
L7	Human Capital Management	2	3
L8	Problem Solving	3	3
L9	Creativity, Innovation, and Vision	3	3
L10	Strategic Planning	2	3
T1	Administrative Skills	2	3
T2	Analytical Skills/Cognitive Ability	3	3
T3	Equipment Skills	1-4	4
T4	Fiscal Analysis & Management	2	3
T5	Acquisition and Application of Job Knowledge	3	3
T6	Continual Learning	3	3
T7	Performance Measurement/Tracking	2	3
T8	Technical/Computer Skills	2	2
T9	Technology/Asset Management	2	3
T10	Work Planning and Organization	2	3
P1	Adaptability	3	3
P2	Public Service Motivation & Awareness	2	3
P3	Communication (Oral & Written)	2	3
P4	Cooperation	2	3
P5	Citizen/Customer Focus & Awareness	2	3
P6	Dependability/Commitment	2	3
P7	Ethics and Values	2	3
P8	Entrepreneurship/Initiative (Above & Beyond)	2	3
P9	Teamwork	2	3
P10	Interpersonal Skills/Emotional Intelligence	2	3
C1	Professional/Skill Certifications	2	2
C2	Education	2	2
C3	Experience	2	2
C4	Foreign Language	1	1
C5	Security Clearance/Background	2	2
C6	Physical Skills	5	3
C7	Occupational Licensing	2	2
C8	Safety Awareness & Responsibilities	3	3
C9	Federal (EEO) Skills Classification	2	3
C10	Emergency Response Classification/Responsibility	3	3

Section 10: APPENDIX

The Appendix of this document provides a summary of the project presentation meeting that took place in April 2015 with City of Houston officials. This summary also includes information concerning the future of this model and approach. In addition, the Appendix contains a copy of the Letter of Project Acceptance from the City of Houston and a list of References used.

APPENDIX A

SUMMARY OF PROJECT PRESENTATION MEETING WITH CITY OF HOUSTON OFFICIALS AND FUTURE CONSIDERATIONS

The culmination of work as shown in this documentation was presented to City of Houston officials on April 21, 2015. Present at this meeting were representatives from the City of Houston's Human Resources Department, officials from the Street & Drainage Division of the City of Houston's Department of Public Works and Engineering, and the author of the project. The concept overview was reviewed to provide a recap the original discussions that led to the development of the project. The overall methodology was also presented to show the roadmap utilized to develop the approach and model. Finally, a presentation of the completed model, assignment of development tools, and the practical example scenario were provided to demonstrate the ability to address the original need.

The findings were favorably received and were seen to be in line with the needs of the organization and a viable way to move forward. Discussions then moved on to looking at the future of incorporating these findings into the existing approach to professional development. These conversations included the identification of partners within the Public Works & Engineering Department, Human Resources, and the E.B. Cape Center. Everyone present agreed that the identified structure would help to streamline decision-making concerning resources allocated for professional development.

Finally, discussions were moved to the examination of remaining items needed. Those items were presented to identify potential areas for future expansion of this research and necessary tools for implementation. They are as follows:

1. Development of an electronic tool/Incorporation into the existing Learning Management System

There was an obvious need identified to have a system that would house and manipulate the data necessary for the successful implementation of the approach. One solution proposed was that the existing LMS be expanded to include development tools, job requirements, and other items needed.

2. Incorporate the approach into the H.E.A.R. system for better employee evaluations

One suggestion discussed was that any professional development plans could be utilized in both a developmental and a remedial approach. Therefore, action plans involving training under this model should be a part of the employee evaluation system (H.E.A.R.) and be tracked there as well. Since the inclusion of H.E.A.R. factors was a part of the model development, everyone agreed that this would be a good option to explore.

3. Create a training program for both supervisors and employees

One of the more complex future tasks discussed was the need to develop a training program for both supervisors and employees relative to this approach. The need for such a training effort is obvious so that those using the system would be able to learn what the approach is and how it works. This discussion also touched on the obligation to explore potential policy issues such as mandatory vs. voluntary participation, managing expectations concerning promotions, selective application of the system by different operational groups, and other organizational considerations. The result of this part of the discussion was that any formal development of this approach would need to be done incrementally.

4. Immediate incorporation of principles and strategic themes identified

As a result of the discussions concerning the identified need for training and policy considerations, discussions moved to incorporation of the principles identified in existing systems. Justification for training based on identified needs was one concept that was agreed upon for immediate consideration. The need to link training and development to organizational specifics was also a concept that could be easily implemented. Finally, there was a consensus that potential vendors should be asked to link their training programs to established City of Houston organizational values and operational requirements.

After this meeting, with changes in both the Mayor's Office and the Public Works & Engineering Department, the implementation of the approach and model developed has been largely limited to Item 4 above. Discussions are still taking place to consider additional efforts, but further consideration has also been given to the application of the model and approach in other public sector organizations. This would identify any considerations necessary to adapt the approach to organizations of different size and technical sophistication. With the future in mind, it is certainly worthwhile to continue these efforts considering that the approach identified has been shown to successfully incorporate various critical components of public sector professional development as originally intended.

APPENDIX B



CITY OF HOUSTON

Department of Public Works & Engineering

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June 9, 2015

Mr. Brant Gary
Valdosta State University Doctoral Candidate
1723 Calmar Drive
Spring, Texas 77386

Dear Mr. Gary,

On behalf of the Street & Drainage Division, City of Houston's Department of Public Works and Engineering, I am pleased to formally accept the professional development model presented at our meeting on April 21, 2015 for implementation within our division. At that meeting, we discussed the proposed model that incorporated various competencies and values important to the Street & Drainage Division and the City of Houston as a whole. This project began after discussions regarding a desire for a developmental tool to facilitate developmental activities designed to prepare employees for the next step in their careers.

The need for this tool was centered on specific programs the division has utilized that provided various "soft skills" geared towards advancement in administrative and field supervisory positions. While certain employees were successfully completing these programs, some were still not considered to meet the minimum qualifications for targeted higher-level positions afterwards. This model incorporates the personal attributes, competencies, and job requirements for various positions in a structured format that can successfully address our professional development needs.

We feel that the model is ready to be implemented and integrated within our policies and procedures with minimal fiscal and administrative resources needed. As a result, the Street & Drainage Division formally accepts the completed project. We are anxious to begin the next phase of the project where we will work with you as needed to formally implement and evaluate the use of the model.

Thank you for your commitment to the professional development needs of our employees and the organization as a whole.

Sincerely,

A handwritten signature in blue ink that reads "Eric Dargan".

Eric K. Dargan
Deputy Director
Street & Drainage Division

Council Members: Brenda Stardig, Jerry Davis, Ellen R. Cohen, Dwight A. Boykins, Dave Martin, Richard Nguyen, Oliver Pennington, Edward Gonzalez,
Robert Galegos, Mike Laster, Larry V. Green, Stephen C. Costello, David W. Robinson, Michael Kubosh, C.O. "Brad" Bradford, Jack Christie,
Controller: Ronald C. Green

APPENDIX C

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